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ABSTRACT

Intended for secondary and postsecondary teachers of agriculture, this handbook presents guidelines for developing and supervising occupational experience programs. The first section is a general discussion of vocational education in agriculture. The next section considers identification of student occupational goals and development of an appropriate supervised occupational experience program. Sample forms and examples of a program plan for supervised farming are provided in section III. Section IV contains material on cooperative occupational experience in agribusiness, including information on program planning, training station selection, legal provisions for student workers, individual training plan development, training agreement development, and program supervision and coordination. These forms are included: a training station selection checklist, a training plan, and a training agreement. Suggestions for farm placement, laboratory experience programs, and programs for students with limited opportunities are offered in the last two sections. Appendixes, amounting to approximately two-thirds of the handbook, include the Vocational Agriculture Student Interest Survey, a sample school farm contract, sample lesson plans for teaching supervised occupational experiences (student objectives, a list of teaching aids, content summary and suggested teaching techniques, review and application), and 24 transparency masters. (YLB)

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Kansas Vocational Education In
Agriculture Supervised Occupational Experience

Developed by the Department of Adult and
Occupational Education, Kansas State University
in cooperation with Kansas State Department of Education

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PREFACE

This Handbook has been developed to provide secondary and post secondary teachers of agriculture guidelines for developing and supervising occupational experience programs. The author greatly appreciates the involvement of all teachers who have provided input into the development of the Handbook. Specifically, appreciation is expressed to teachers in the following schools for taking the time to provide written suggestions on development and supervision of occupational experience:

Claflin High School	Miltonvale High School
Coffeyville High School	Mullinville High School
Columbus High School	Peabody High School
Concordia High School	Quinter High School
Dodge City - Southwest Kansas AVTS	Scandia-Pike Valley High School
Goodland High School	Scott City High School
Hill City High School	Tongonoxie High School
Jetmore High School	Tribune-Greeley County High School
Jewell High School	

Appreciation is also expressed to other teachers who provide valuable input but did not provide the name of their school.

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VOCATIONAL EDUCATION IN AGRICULTURE

It has long been accepted that vocational education in agriculture is designed to provide needed instruction for persons planning to enter or advance in occupations in the field of agriculture. Even though the original mission of training students for farming has been expanded to provide instruction relative to the broad field of agriculture, the importance of providing real life experiences for students in their selected agricultural occupation has not changed. This need for "real life" practical experiences is described by Stimson and Lothrop (1942) in their description of early vocational agriculture instruction in Kansas.

"Prior to the Smith-Hughes Act in 1917, less than a dozen high schools in Kansas offered more than a 1-year course in general agriculture. A few schools offered departmentalized instruction in agriculture, fashioned somewhat after 4-year courses in college. Usually such curricula consisted of courses in livestock production, soils management, farm cost accounting, and occasionally some effort was made in the direction of farm mechanics.

Such courses were scientific rather than practical in nature. Laboratory practicums and occasional field trips supplemented the day-to-day classroom procedure. Such courses failed to provide adequate participating experiences and were designated by farmers as "book" agriculture." (page 148)

The use of the term "book" agriculture by early farmers was not intended as a compliment. Farmers wanted their children to learn practical, proven information they could put to use.

The passage of the Smith-Hughes Act mandated the inclusion of practical experience to supplement "in school" instruction. The Act required that students enrolled in vocational agriculture undertake supervised farm practice for at least six months each year. Often this minimum became the maximum with students undertaking any number of short term projects.

Even though the inclusion of supervised practice was a step in the right direction, the six month specification tended to encourage the short duration student project rather than multi-year programs that are typically seen today.

The National Standards For Quality Vocational Agriculture Programs (Iowa State University, 1977) further specify the inadequacy of short term projects providing that such programs must be longer than six months.

Not only has the time specification undergone modifications, but the basic philosophy has also changed. During the years immediately following the passage of the Smith-Hughes Act, the prevailing philosophy seemed to be that supervised practice needed to be provided to cause students to practice the skills being taught in the classroom. The current philosophy considers these out of class and/or out of laboratory experiences as designed to help lead a student to establishment in a chosen occupation. Thus the name was changed from supervised practice to supervised occupational experience (S.O.E.). The current emphasis tends to be on the development of long term programs and may also be referred to as S.O.E.P.

If supervised occupational experience programs are so beneficial for students, why is S.O.E. often identified as the weakest link in the vocational agriculture program chain (Williams, 1983)? This is a question that teachers and students should seek to answer on their own. It is not the purpose of this handbook to provide answers about what may or may not have happened in the past but to offer suggestions about developing relevant programs for the future. The handbook is organized to provide insight into major problems associated with the development and supervision of student supervised occupational experience programs. The following problems are addressed in subsequent sections: identification of student occupational goals; development of appropriate occupational experiences; supervision and coordination of student programs and specific suggestions for development and supervision of such programs.

IDENTIFICATION OF STUDENT OCCUPATIONAL GOALS

In contrast to general education which is designed to help make all students competent individuals, vocational education is designed to meet the needs of persons who wish to obtain needed instruction to gain entry level employment or advancement in a specific occupational area. Thus, vocational agriculture is designed to meet the needs of persons wishing to work in an agricultural occupation. Since vocational agriculture programs are designed to meet the needs of a specific population, teachers should determine whether their students need the instruction. The following form may be used to obtain basic student information. If students indicate an interest in working in agricultural occupations, they will need the classroom instruction, laboratory or shop instruction, leadership development instruction and the agricultural occupational experience. Students who do not indicate an interest in working in an agricultural occupation may be advised to enroll in a different program. The form also permits a student to indicate both the agricultural area of greatest interest and the specific occupation a student is considering (hereafter referred to as student occupational objective). Teachers should gather this information at the beginning of the school year and may ask students to update their form as their plans change. This state of student occupational abject should be part of the permant records kept by the agricultural department.

Teachers may want to obtain more detailed information from students concerning their agricultural interests. The Vocational Agriculture Student Interest Survey, pages 31 to 34, is designed to provide such information from current and potential students. If additional insight is desired,

VOCATIONAL AGRICULTURE STUDENT INFORMATION FORM

Date _____

NAME _____ PARENT'S NAME _____

ADDRESS _____ PHONE NUMBER _____

STUDENT'S AGE _____ PARENT'S OCCUPATIONS: FATHER _____

MOTHER _____

LOCATION FROM SCHOOL: _____

Do you plan to work in an Agricultural Occupation after completing the
necessary education? Yes _____ No _____

If yes, what area of Agriculture are you planning to enter? (check one)

Production Agriculture _____

Agricultural Supplies & Service _____

Agricultural Products _____

Agricultural Mechanics _____

Horticulture _____

Forestry _____

Natural Resources _____

Other (specify) _____

The specific Agricultural Occupation I plan to enter is:

teachers should contact local guidance counselors to arrange for various vocational interest surveys to be administered.

The information students provide concerning areas of agriculture they plan to enter should be used to help plan supervised occupational experience programs. When possible, students should develop occupational experience programs in the agricultural area they plan to enter. The closer the supervised occupational experience program resembles the eventual occupation, the greater the transfer of learning from the time a person is a student to the time a person is an employee. In other words, if a student wants to be a feed mill operator, the occupational experience program should be in the feed industry.

DEVELOPMENT OF APPROPRIATE SUPERVISED
OCCUPATIONAL EXPERIENCE PROGRAM

When a vocational agriculture teacher is armed with knowledge of student occupational objectives as requested on the Vocational Agriculture Student Information Form, development of appropriate occupational experience programs becomes more manageable. Students and parents need to know there are two basic types of programs. Those types of programs are ownership programs and placement programs.

Programs involving ownership help students develop ownership and management skills for farms, ranches or agribusiness enterprises. Such programs would be recommended for students who have the opportunity to personally own and manage livestock, crops, land and/or an agribusiness. Ownership programs are typically developed on family owned or controlled property. However, school and community facilities can be used for ownership programs, provided the student owns the materials used in the enterprise.

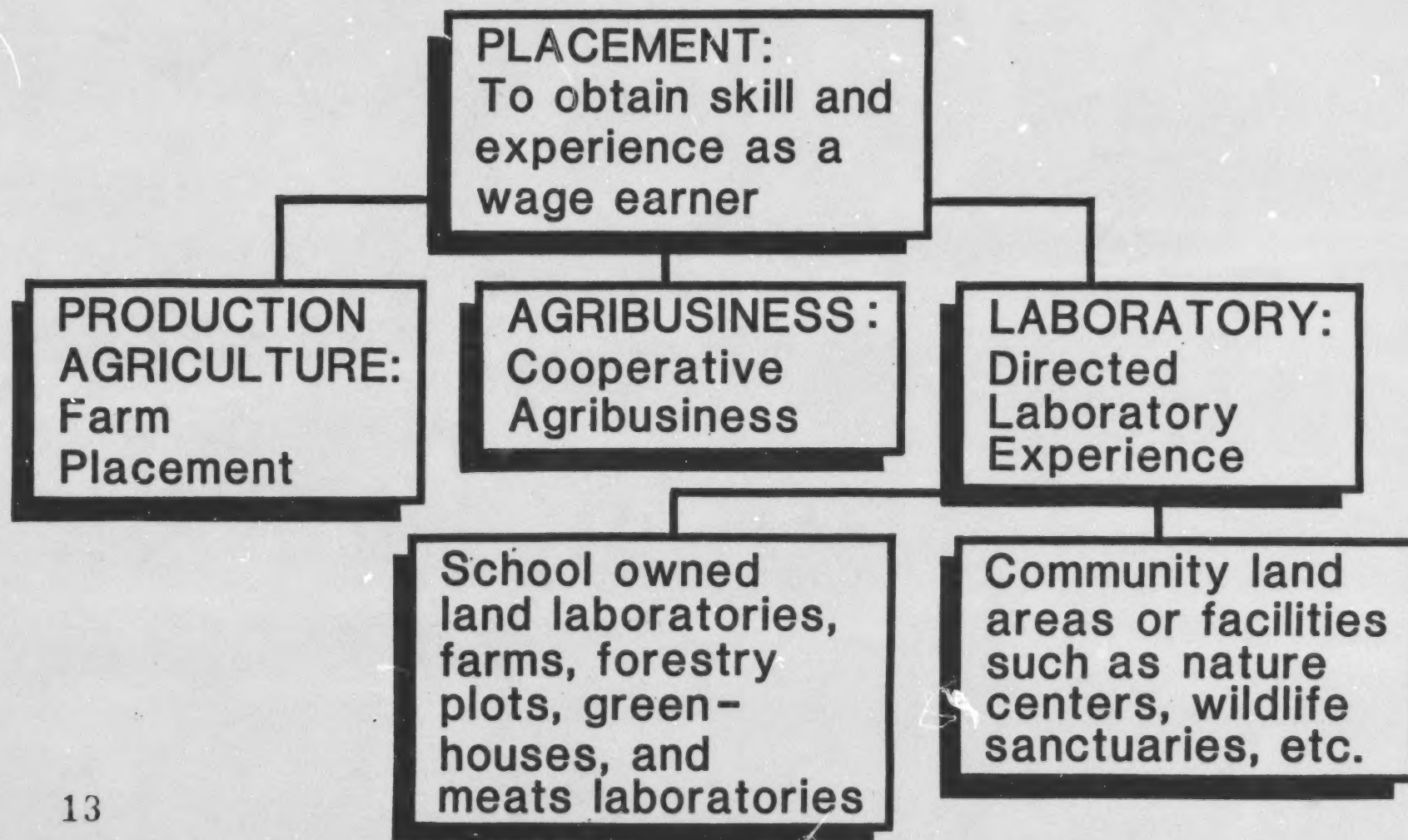
Placement programs involve placing students in wage earning positions to gain necessary skill and experience to enter and advance in their chosen agricultural occupation. Students may be placed on a farm or ranch, in an agribusiness, in school laboratories or community facilities. It should be noted at this point that the difference between ownership programs and placement programs is the student objective. Students conducting ownership programs wish to obtain skill and experience as entrepreneurs while placement students wish to obtain experience and skill as wage earners (See Figures 1 and 2).

The following sections will examine procedures for developing and supervising the four occupational experience program categories, i.e., supervised farming, cooperative agribusiness, farm placement and directed laboratory experience.

FIGURE 1
SOE PROGRAMS
INVOLVING OWNERSHIP



FIGURE 2
SOE PROGRAMS
INVOLVING PLACEMENT



SUPERVISED FARMING

Students planning to become involved in the ownership of farms or ranches should explore the opportunities for developing a program of farm enterprises which will be supervised by the vocational agriculture teacher. Such programs should be planned and conducted on the student's home farm or on another farm where a student can have production enterprises. These production enterprises may involve livestock and/or crops. When these enterprises are carefully selected and planned, they will provide a valuable source of student motivation and supplemental instruction. During the selection process consideration should be given to enterprises that are appropriate for the situation and offer a student needed experiences and chances for financial success. Such programs are most effective when the planning is accomplished on a long term basis. Plans should be developed for the school years and beyond. The emphasis in planning should be on moving a student toward establishment as a farm or ranch owner.

If a student wishes to become established as an owner of land and/or livestock and crops, a carefully planned program must be established. The planning must include the student, parents, vocational agriculture teacher and other involved parties. The resulting plan should include a number of enterprises that grow in size and complexity, possible agricultural mechanics projects and leadership activities. The following examples are designed to illustrate difference between Jack's unplanned experiences (Chart 1) and Frank's long-time occupational experience program plan (Chart 2).

CHART 1 SUMMARY OF JACK'S AGRICULTURAL EXPERIENCES

Years of Vocational Agriculture

Enterprises & Activities	First Year	Second Year	Third Year	Fourth Year	First 2 years After High School
PRODUCTION ENTERPRISES					
Wheat	5 Acres	7 Acres			
Grain Sorghum	2 Acres			4 Acres	
Corn			4 Acres		
Sow & Litter		2 Sows			
Feeder Pigs				15 Head	
Feeder Calves			7 Head	2 Head	
AGRICULTURAL MECHANICS PROJECTS					
	Built wooden gate Sharpened and reconditioned tools	Built farrowing crate Serviced grain drill	Built metal gate Remodeled feed lot	Built stock racks Changed most of feed lot to swine facility	
LEADERSHIP ACTIVITIES					
FFA Degrees	Greenhand		Chapter Farmer		
Public Speaking	Local creed speaking contest		Local public speaking contest		
Contest Activities		District Poultry Contest	District Ag. Mechanics Contest	State Horticulture Contest	
Proficiency Awards		Local Swine Production Award			
Fairs & Shows			Showed Steer	Showed Steer & Barrow	
	16				17

CHART 2 FRANK'S LONG-TIME OCCUPATIONAL EXPERIENCE PLAN
Years of Vocational Agriculture

Enterprises & Activities	First Year	Second Year	Third Year	Fourth Year	First 2 years After High School
PRODUCTION ENTERPRISES					
Wheat	5 Acres	20 Acres	100 Acres	220 Acres	480 Acres
Certified Seed Wheat			40 Acres	80 Acres	200 Acres
Grain Sorghum	5 Acres	10 Acres	15 Acres	25 Acres	100 Acres
Sow & Litter	1 Sow	3 Sows	10 Sows	12 Sows	20 Sows
Feeder Pigs		10 Head	20 Head	35 Head	200 Head
Feeder Calves			10 Head	20 Head	100 Head
AGRICULTURAL MECHANICS PROJECTS					
	Calibrate grain drill Measure Land Build farrowing crate Sharpen & recondition tools Repaint tool cabinets	Paint farm equipment Service tractor, grain drill & tillage equip. Build pig feeder Build additional farrowing crates Install electricity in farrowing house Plant wind bread around feed lot	Service & adjust combine Construct grain bins Overhaul & paint grain truch Construct feed wagon Remodel old feedlot	Build trailor for combine & header Repair and paint machinery shed Construct bale mover Survey for terraces Install terraces	Purchase & recondition seed cleaner Purchase and over haul used tractor & equipment Survey for & install additional terraces Increase size of feeding facility
LEADERSHIP ACTIVITIES					
FFA Degrees	Greenhand	Chapter Farmer	State Farmer		American Farmer
Public Speaking	Creed Speaking	Prepared Public Speaking	Extemporaneous Public Speaking		Join Young Farmer Join FFA Alumni Young Farmer Speech Contest
Context Activities	Entomology Team	Meats Team	Livestock Team Land Judging	Crops Team	
Proficiency Awards	Star Greenhand	Forest Management	Swine Production Diversified Livestock	Agricultural Mechanics Crop Production Home & Farmstead Mgmt. Dist. & Chapter Pres.	Join Kansas Crop Improvermer Association
Leadership Positions		Committee Chair Chapter Sentinel	Committee Chair Chapter Vice Pres.		State Officer
Fairs and Shows	Exhibit crops at state fair	Exhibit barrows and crops at state fair	Exhibit steers, gilts, barrows and crops	Exhibit certified wheat, gilts, steers, barrows	Exhibit certified wheat

LONG-TIME SUPERVISED OCCUPATIONAL EXPERIENCE PLANNING GUIDE

Years of Vocational Agriculture

Enterprises & Activities	First Year	Second Year	Third Year	Fourth Year	First 2 years After High School
PRODUCTION ENTERPRISES					
AGRICULTURAL MECHANICS PROJECTS					
LEADERSHIP ACTIVITIES					

Role Of The Teacher

The role of the vocational agriculture teacher in the development and conduct of supervised farming programs is to take an active role in planning and coordinating activities between the student, parents and other involved persons. In addition, the teacher must develop a supervision schedule to provide needed support for the student and the occupational experience program. Kansas vocational agriculture teachers offer the following suggestions for procedures to encourage the development and supervision of farming programs:

Development

- Provide local livestock and crop contests
- Grade S.O.E.
- Visit with prospective students and parents about S.O.E.
- Use slide shows and movies on S.O.E.
- Emphasize opportunities to make money from S.O.E.
- Develop long-time S.O.E. plans
- Provide awards for S.O.E. programs (S.O.E. caps)
- Involve Young Farmers and Advisory Council members to help encourage S.O.E. program development and to evaluate S.O.E. awards
- Sponsor student-parent meetings to discuss purpose of S.O.E. and ways of developing programs
- Provide S.O.E. instruction early in school year
- Have students periodically up-date long-time plans
- Recognize outstanding S.O.E. programs at FFA Banquet
- Sponsor livestock and/or crop cooperatives to provide opportunities for students to start a S.O.E. program
- Sponsor S.O.E. tours to visit student programs
- Take pictures of each students' program
- Include S.O.E. development activities in FFA Chapter program of activities

- Develop points system for S.O.E. accomplishments
- Publicize student S.O.E. programs
- Develop a source of low interest loans for development of S.O.E. programs
- Encourage students to exhibit livestock and crops at fairs and shows
- Provide adequate classroom time for up-dating S.O.E. records

Supervision

- Visit each student at least three times a year
- Keep a record of each visit
- Visit with parents during supervisory visit
- Schedule visits in advance to permit student to plan for your visit
- After-school visits can involve several students in a certain area

COOPERATIVE OCCUPATIONAL EXPERIENCE IN AGRIBUSINESS

Students indicating plans to become owners or employees of agribusiness firms should pursue development of cooperative agribusiness occupational experience programs. Such programs provide students an opportunity to receive occupational experience under actual working situations in cooperation with an agribusiness employer. The employer provides on-the-job training while the vocational agriculture teacher generally provides supplemental classroom instruction related to the occupation. In most cases, students will spend part of the school day working in selected agribusinesses, hereafter referred to as the training stations.

It is important to note that cooperative occupational experience offers advantages that mere employment cannot offer. As stated earlier, cooperative agribusiness occupational experience programs generally involve both classroom instruction and on-the-job training. The related classroom instruction should provide students an opportunity to learn basic agribusiness management and operating procedures. In addition, students should have the opportunity to discuss successes and problems experienced on the job. Teachers wishing to initiate agribusiness related instruction to support on-the-job experience programs will want to consult the Kansas Vocational Agriculture Education Supplies and Services Curriculum as well as other appropriate resource materials.

Even though related classroom instruction is quite important, the purpose of this handbook is to provide assistance in the development, conduct and supervision of occupational experience programs. Therefore, the remaining comments will be restricted to the occupational experience portion of agribusiness instruction.

Planning Cooperative Agribusiness Occupational Experience Programs

As teachers work with students to develop any occupational experience program, it is extremely important that as much insight as possible be obtained regarding the future plans of students. Various interest inventories have been developed to help gain this insight including the Vocational Agriculture Student Interest Survey, page 31. The results of this instrument are designed to serve as an index to identify basic areas of agriculture that interest students, i.e., production agriculture, agribusiness, agricultural mechanics. If more detailed information is desired to help identify specific occupations, teachers should work with local guidance counselors to administer appropriate interest inventories. Once students with interests in agribusiness have been identified, teachers, student, parents and employers are ready to work together to develop relevant cooperative agribusiness occupational experience programs.

Selecting Training Stations

While identifying interested students is one of the first steps, selecting appropriate training stations is one of the next steps. Selecting training stations is an extremely important aspect in the development of adequately functioning agribusiness programs. A survey should be conducted of the local community to determine the number and type of agribusinesses. The telephone directory can serve as a reference to check the results of such a survey. Once a list is developed, the teacher should make personal contact to determine if the business is interested in participating and if the business would be an appropriate training station. The appropriateness of the training station can be assessed by considering the following criteria:

1. Reputation - A training station should enjoy a good reputation in the community. Such factors as stability of employment and participation in civic activities should also be considered.

2. Type of occupation - The greatest learning takes place when students are placed in the exact occupation they plan to enter. An attempt should be made to try to place student in occupations as closely related as possible to their chosen occupation.
3. Working conditions - The working conditions should be safe and clean.
4. Opportunities for rotation - Students must have the opportunity to rotate to various jobs in the training station. Employers and supervisors need to realize the importance of students receiving training in aspects of the business.
5. Hours of employment - The employer must be willing to schedule the student at the time when the student can be released from school. These time periods must be sufficient to provide the necessary on-the-job instruction.
6. On-the-job supervision - Employers and supervisors must be aware that they are expected to provide training as well as supervise work. Supervisors can expect to spend some additional time with a student.
7. Accessibility - Training stations should be within a reasonable distance from the school. If the training station is a substantial distance from the school, students may have to concentrate their working hours during summers and other non-school times.
8. Wages - The training station should pay at least minimum wage to student workers. Student pay should be comparable to other employees of similar experience and training.
9. Employer-employee relationship - The training station should enjoy a reputation of positive employer-employee relationships.

The following check list may be used to help evaluate possible training stations. This check list should be completed after leaving a possible training station. It should not be completed during a visit.

COOPERATIVE AGRIBUSINESS OCCUPATIONAL EXPERIENCE
TRAINING STATION SELECTION CHECK LIST*

Name of Business _____

Address _____

Date _____ Phone Number _____

Nature of business (Production, Sales & Service, Agricultural Mechanics,
Horticulture, Natural Resources Management, etc.)

Approximate number of employees _____

Factors	Poor	Fair	Good	Very Good	Outstanding
Reputation	_____	_____	_____	_____	_____
Type of occupation	_____	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____	_____
Opportunity for rotation	_____	_____	_____	_____	_____
Hours of employment	_____	_____	_____	_____	_____
On-the-job supervision	_____	_____	_____	_____	_____
Accessibility	_____	_____	_____	_____	_____
Wages	_____	_____	_____	_____	_____
Employer-Employee Relations	_____	_____	_____	_____	_____

Remarks:

Overall Rating: Outstanding _____ Very Good _____ Good _____
Fair _____ Poor _____

*Adopted from Corwin, Merle A. Supervised Occupational Experience Manual
for Students of Vocational Agriculture, Interstate Printers and Publishers
Inc., Danville, Illinois, 1973.

Legal Provisions for Student Workers

In light of the rapidity of changes in regulations effecting student workers, this handbook recommends that teachers establish contact with representatives of state employment agencies. These agencies can provide current information regarding hazardous occupations, minimum wages, overtime pay, maximum hours, exemptions for agricultural and related workers, exemptions for student workers and other related matters. Teachers must obtain this information and need the help and support of employment agencies.

Developing Individual Training Plans

After students have been identified as having an interest in agribusiness occupations and training stations have been selected, a plan must be developed to specify what training will be provided. The plan, referred to as a training plan, specifies the training provided by the training station and by the school. The plan should reflect the student's ability, the nature of the occupation, the complexity of the training station and the length of the experience program.

The development of the training plan should be a cooperative effort involving the teacher, student and the employer. The employer should not be expected to develop the actual plan. Instead, the employer should be counted on to provide input as to the training needs of the occupation and the training opportunities of the training station.

The following sample training plan is offered to provide suggestions on developing such plans.

NOTE: After the training plan has been developed, the teacher, student and employer or supervisor should each have a copy.

SAMPLE TRAINING PLAN

STUDENT _____ DATE _____

OCCUPATION DESIRING TO ENTER Parts Department Employee

TRAINING STATION Local Machinery Dealership

PLACEMENT DATES: FROM August 29, 1983 to September 1, 1984

On-the-Job Training--What the Student-Learner Should Do		Related Instruction-- What the Student-Learner Should Know	
	* Progress		Completed or Grade
1. Identify commonly stocked parts		1. The names of commonly stocked parts	
2. Locate parts in part manual		2. How to use parts manuals (school)	
3. Locate parts in coded bins		3. Coding system used in the dealerships	
4. Order parts		4. How to complete order forms (school)	
5. Check parts for defects		5. How to identify defective parts (school)	
6. Complete billing for parts		6. The billing procedure used by the dealership	
7. Keep a running inventory of parts & supplies		7. The inventory system used in the dealership	
8. Return defective parts		8. How to return defective parts and arrange billing	
9. Arrange attractive merchandise displays		9. How to construct merchandise displays (school)	

NOTE: This is not intended to represent a complete list of competencies needed for a parts department employee.

- * p--Performed without close supervision
 O--Observes
 s--Performed under close supervision

TRAINING PLAN

STUDENT _____ DATE _____

OCCUPATION DESIRING TO ENTER

TRAINING STATION

PLACEMENT DATES: FROM _____, 19__ to _____, 19__

[illegible]

* p--Performed without close supervision
0--Observes
s--Performed under close supervision

Developing Training Agreements

To further specify cooperation between the school and the training station, a training agreement needs to be developed. Such an agreement should detail the responsibilities of all involved parties. The following is a sample training agreement.

Supervising and Coordinating the Program

Supervision of student progress and coordination of instruction are of major importance. Teachers should correspond with both employer and student to determine an appropriate supervision schedule. During supervisory visits, the teacher will need to spend time observing the student at work and subsequently visit with the employer regarding progress being made by the student.

Suggestions from Teachers

Vocational agriculture teachers in the state offer the following suggestions for developing and supervising cooperative agribusiness occupational experience programs.

- Know your students and the occupations they plan to enter
- Use various vocational interests surveys
- Develop a schedule of various competencies to be developed
(Training Plan)
- Develop Agribusiness contacts
- Secure help from advisory committee members and Cooperative Extension Service agents in locating training stations
- Keep the agribusiness community informed about the purpose of the program
- Have students interview for training station positions
- Have students apply for admission to the agribusiness class

- Develop training agreements
- Arrange for supervision period in daily teaching schedule. An alternative may be to schedule the planning period for the last period of the school day to help with supervision commitments.

TRAINING AGREEMENT FOR AGRIBUSINESS OCCUPATIONS

This establishes an agreement between _____
 _____ (School)
 and _____ regarding the employment of
 _____ (Training Center)
 _____ in _____
 _____ (Trainee) _____ (Occupation)

The provisions of this agreement are:

1. The on-the-job training will be in charge of _____
 _____ (on-the-job supervisor)
 _____ for a period of _____ weeks.
2. The student will begin training on _____ at the
 _____ (date)
 beginning wage of _____.
3. The trainee will work at least _____ hours per week in the Training Center.
4. The school shall be responsible for providing technical and related instruction.
5. The trainee shall progress from job to job in order to gain experience in all phases of the occupation listed in the Training plan.
6. The schedule of compensation shall be fixed by the training center and shall be paid the same as to others with the same experience and ability.
7. The Agribusiness Occupations Teacher will assist with the adjustment of any problems.
8. The trainee agrees to perform duties at the training center and in school diligently and faithfully.
9. The trainee shall have the same status as other employees of the center. The training may be terminated for the same reason as for any other employee. The employer will contact the teacher before termination of a student.
10. No regular employee shall be laid off to train students.
11. If the trainee drops out of school, the trainer will not be employed by the training center for a period of at least 90 days.

We the undersigned are familiar with, and agree to the above provisions.

 (Trainee)

 (Parent or Guardian)

 (School Administrator)

 (Employer)

 (Agribusiness Teacher)

 (Chairman, Advisory Council)

FARM PLACEMENT

Farm placement is a variation of supervised occupational experience for students who desire to become employed on a farm or ranch. It is very similar to the cooperative agribusiness occupational experience program in that students do not have ownership in any of the farm enterprise. This type of occupational experience should be considered when students who reside in town wish to develop production competencies. Such programs are also valuable for students who live on small farms or farms with limited opportunities.

Training Plans and Agreements

It is just as important for the farm placement student to have a training plan and an agreement as it is for the cooperative agribusiness student. Training plans and agreements should be handled the same way for the farm placement student as previously described for the cooperative agribusiness student.

Supervision

Supervision of farm placement occupational experience programs must be planned and coordinated the same as the cooperative agribusiness experience plan.

Suggestions for Teachers

Vocational agriculture teachers in the state offer the following suggestions to those teachers planning to place students on farms or ranches:

- Seek help in locating placement positions from the County Cooperative Extension Agent.
- Become known in the community as a source of good working students
- Place advertisement in local newspapers
- Develop a list of interested students

LABORATORY EXPERIENCE PROGRAMS AND PROGRAMS FOR
STUDENTS WITH LIMITED OPPORTUNITIES

LABORATORY EXPERIENCE

Laboratory experience utilizing school facilities should be considered for students in agricultural education programs for which actual working conditions may be closely simulated in school facilities. Such programs may include horticulture, selected areas of agricultural mechanics, outdoor recreation, food processing and selected areas of agricultural sales and service.

A few of the many possible that could be located on school property or school controlled property laboratory settings from the previously mentioned programs are:

1. Horticulture - greenhouses, floral design laboratories, nursery stock plots, turf grass plots, fruit or vegetable plots, putting greens, flower seed production plots and flower shops.
2. Agricultural Mechanics - tractor maintenance and repair shops, small gas engine shops, welding shops, small building construction shops and agricultural machinery construction shops.
3. Outdoor Recreation - one or two hole golf course, fish ponds, camping site, small game preserves, nature trails, skating ponds and sledding hills.
4. Agricultural Sales and Service - feed mills, parts departments, and flower shops.
5. Food processing - meat processing laboratories, fruit or vegetable processing laboratories, dairy products processing laboratories.

CONSIDERATIONS BEFORE INITIATING LABORATORY
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Before laboratory occupational experience programs are initiated a number of important questions need to be considered. Among these questions are:

- Can actual occupational working conditions be adequately simulated in a school facility?
- Are financial resources available to provide an adequate supply of up-to-date equipment and supplies?
- Will the agriculture teacher have adequate time to supervise laboratory experience as well as other occupational experience programs?
- Are laboratory facilities available for student use during summer months?
- What use will be made of income from laboratory work?

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS
FOR STUDENTS WITH LIMITED OPPORTUNITIES

Often students with genuine interests in agricultural careers and limited opportunities to conduct occupational experience programs enroll in agricultural education programs. As these situations arise they may require a great deal of creative thought to help such students develop workable occupational experience programs.

Teachers should consider the following as they work with students having limited opportunities for occupational experiences:

1. Determine if limited opportunity students have a genuine interest in agricultural career. This may be accomplished by administering the Vocational Agriculture Student Interest Survey included in this publication or any other appropriate student interest inventory.

2. Explore all possibilities for involving such students in traditional supervised occupational experience programs, i.e., supervised farming, farm placement, cooperative agribusiness or laboratory experience. Students usually receive more beneficial experiences by participating in traditional occupational experience programs.
3. Determine if non-traditional approaches to occupational experience provide satisfactory experiences.
4. Determine if non-traditional approaches to occupation experience are supported by parents, employees and school administrators.

SUGGESTIONS FOR TEACHERS

In addition to voicing support for student involvement in more traditional approaches to occupation experience, Kansas agriculture teachers offer the following suggestions for consideration in meeting the needs of limited opportunities students:

- Management of FFA or Department livestock and/or crops. Programs of this nature may include gilt rings, feeder pig programs, heifer chains, school garden plots and school nursery plots.
- Small scale home farming. Example of such programs are rabbits, registered dogs, poultry, gardens, flowers and decorative plants for sale.
- Agricusiness observation. At times younger students enroll in agriculture and have complications with transportation to training stations, age requirements or other factors that prevent employment experience. In such cases it may be necessary to schedule times for students to observe selected occupations. Specific assignments would need to be developed to guide students through such experiences.

Regardless of what non-traditional approach to occupational experience might be selected it is important to remember all supervised occupational experience programs must be related to career objectives, involve the application of agricultural skills and relate to the instructional program. Non-traditional occupational experience programs should be the EXCEPTION RATHER THAN THE RULE.

APPENDIX A

INSTRUCTIONS FOR SCORING THE VOCATIONAL AGRICULTURE
STUDENT INTEREST SURVEY

Responses to statements should be scored as follows:

<u>Very Strongly Agree</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
15	11	9	7	5
<u>Very Strongly Disagree</u>				
1				

Section one (statements 1 through 10) is related to production agriculture.

Section two (statements 11 through 20) is related to agribusiness.

Section three (statements 21 through 30) is related to horticulture.

Section four (statements 31 through 40) is related to agricultural mechanics.

Scores should be evaluated individually to determine if students should be encouraged to enroll in vocational agriculture. Students with scores of 80 or higher for any section tend to exhibit interest in that area of agriculture. Students with total scores of 320 or higher tend to exhibit interest in the total agriculture industry. Students with such scores should be encouraged to enroll in a vocational agriculture program.

(NAME)

VOCATIONAL AGRICULTURE STUDENT INTEREST SURVEY

Directions: Read each of the following statements carefully and decide whether or not you agree with the statement. Use the following scale and check the appropriate blank for each statement.

VSA = Very Strongly Agree; SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; VSD = Very Strongly Disagree

Example:

A. I would enjoy learning how to select top quality meat.

____ VSA xxx SA ____ A ____ D ____ SD ____ VSD

Please check one answer for each of the following statements.

1. I would enjoy learning about the different types of livestock such as beef cows, sheep, hogs or horses.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

2. I would like to learn how to feed the different types of livestock.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

3. I would like to learn how to grow different kinds of crops such as wheat, corn or alfalfa.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

4. I would enjoy learning how grain such as wheat is sold.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

5. I would find learning how to keep records of money I make or money I spent enjoyable.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

6. I would enjoy growing crops and raising livestock.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

7. I would like to learn how to weld.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

8. I would like to learn how to use hand tools and power tools properly.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

9. I would enjoy learning about jobs in farming and ranching.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

10. I would enjoy having the opportunity to raise livestock and/or crops.

____ VSA ____ SA ____ A ____ D 40 SD ____ VSD

-
11. I would enjoy learning how to sell livestock feed.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
12. I would enjoy learning how to sell crop seed and fertilizer.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
13. I would like to learn how to get a job.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
14. I would like to know how to repair sprinkler systems.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
15. I would enjoy learning how to use electricity safely.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
16. I would enjoy delivering feed, seed or fertilizer to farmers.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
17. I would enjoy learning how to cut meat.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
18. I would like to learn how to sell parts for farm equipment.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
19. I would enjoy working in an agricultural business such as a feed mill,
 grain elevator, machinery dealer or meat market.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
20. I would like to learn how to advertise agricultural products.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
-
21. I would like to learn how to make flower arrangements.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
22. I would enjoy learning how to grow trees, shrubs and flowers.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
23. I would like to work in a greenhouse.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD
24. I would like to learn how to grow fruits and vegetables.
 ___ VSA ___ SA ___ A ___ D ___ SD ___ VSD

25. I would enjoy learning how to use trees, shrubs and flowers to make houses look pretty.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

26. I would enjoy learning how to sell flowers in a flower shop.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

27. I would like to learn how to grow grass for a yard or a golfcourse.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

28. I would like to learn how to cut branches off of trees to make the trees look more attractive.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

29. I would like to learn how to sell fruits and vegetables in a market.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

30. I would like to learn how to repair lawn mowers, greenhouse heaters and grass sprinklers.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

31. I would enjoy learning how to repair tractors and other farm equipment.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

32. I would like to learn how to build farm buildings.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

33. I would enjoy working in a farm equipment dealership.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

34. I would like to learn how to hook up electricity in farm buildings.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

35. I would like to learn how to prevent wind and water erosion of the soil.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

36. I would enjoy using electric and gas welders.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

37. I would like to learn how to use power tools safely.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

38. I would like to learn how to build farm equipment.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

39. I would enjoy operating farm equipment such as tractors and combines.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

40. I would enjoy repairing small gasoline engines on lawn mowers and chainsaws.

____ VSA ____ SA ____ A ____ D ____ SD ____ VSD

APPENDIX B

School Farm Contract *

1982-83

This contract is made between the Scott City FFA and _____ on this _____ day of _____ 19____ and concerns the use of the school farm and FFA funds by chapter members to raise livestock.

The chapter and individual member agrees to the following:

1. The chapter and its advisor supports the raising of livestock on the farm and assumes no responsibility for the livestock and members while on the farm.
2. The owners of the land and facilities support the raising of livestock on the farm and assume no responsibility for the livestock and members while on the farm.
3. The USD 466 and its employees support the raising of livestock on the farm and assume no responsibility for the livestock and members while on the farm.
4. The members are responsible for selecting and raising only quality livestock on the farm.
5. The members will use only humane livestock feeding and management practices in caring for their livestock.
6. Each member is ultimately responsible for his/her individual animals at the farm.
7. The members shall abide by the FFA Code of Ethics while working and visiting the farm.
8. The members shall not alter the farm facilities in any way without prior approval of the chapter advisor.
9. The members and their guests will not deface or litter the farm and facilities in any way.
10. If the FFA incurs any expenses on the farm such as feed, facilities, etc., the members using the feed, facilities, etc., shall reimburse the chapter. Expenses incurred shall be prorated to the member in the proportion that he/she uses. Bills incurred in a given month shall be billed to the members at the beginning of the month following and payment is due the 15th day of the same month.

11. Members and their livestock may loose their privilege of use of the farm if:

- a. They fail to pay bills on time.
- b. They use improper conduct while at the farm.
- c. They improperly care for their livestock.
- d. They intentionally cause harm or danger to the farm, its facilities, and other member's livestock.

This farm is governed by the chapter and its members and advisor. The Supervised Occupational Experience Program Committee (SOEP) is in charge of the farm and decides who may and may not use the farm.

We agree to the above.

FFA member

Chapter President

SOEP Committee Chairman

Chapter Advisor

Parent of FFA member

*Courtesy of Scott City FFA.

APPENDIX C
SAMPLE LESSON PLANS
FOR
TEACHING S.O.E.

SAMPLE LESSON PLAN

ENTERPRISE: Supervised Occupational Experience

UNIT: Recognizing SOE as a Part of Vocational Agriculture

SITUATION: "SOE provides individual learning activities for vocational agriculture students. It can only be effectively developed when understood in relation to other components of vocational agriculture. Beginning students may know of older students who have carried out SOE programs but may not understand the full meaning and scope of SOE. (This plan should be taught at the beginning of the first year of vocational agriculture)." Supervised Occupational Experience Handbook, National FFA Foundation, 1982, page 26.

STUDENT OBJECTIVES: Upon completion of the instruction in this unit, students will be able to:

1. Explain SOE.
2. Identify their interest in the agricultural industry.
3. Explain the relationship between classroom-laboratory instruction, SOE and FFA.
4. Identify types of SOE programs and their potential locations.
5. Describe the assistance needed in developing an SOE program.

TEACHING AIDS:

1. "Vocational Agriculture Student Interest Survey," KSU, 1983
2. "Applied Biological and Agribusiness Interest Inventory," Interstate Printers and Publishers, Danville, Illinois
3. Transparencies T-1, T-2, T-3, T-4, T-5 and T-6
4. Film: "Bridging the Gap"

INTEREST APPROACH:

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: What is SOE?

1. Supervised Occupational Experience is that portion of the vocational agriculture program that provides students with experience in a select agricultural career area under the supervision of the vocational agriculture teacher. Experiences should be planned into programs that lead to establishment in a student's chosen agricultural career area. People learn to perform agricultural tasks and jobs by doing them.

SUMMARY OF CONTENTTEACHING TECHNIQUES

2. SOE includes activities which are:
 - a) Located in the agricultural industry
 - b) Conducted outside of scheduled class time
 - c) Supervised by the teacher, employer, parents or others
 - d) Planned to develop competencies needed to work in agricultural occupations
 - e) Designed to apply classroom and laboratory learning
3. SOE includes:
 - a) Two major types:
 - 1) ownership
 - 2) placement
 - b) Improvement projects
 - c) Supplementary agricultural skills

Use transparency T-1 to emphasize that SOE programs allow students to learn in agricultural settings from people who know.

PROBLEM OR LESSON: What are my agricultural interests?

1. Students have SOE programs to:
 - a) Provide practical agricultural experiences where they can develop competencies in an area of interest in agriculture.
 - b) Provide an opportunity to "learn by doing" and "earn while learning".
2. SOE benefits:
 - a) Students
 - b) Teachers
 - c) Vocational agriculture program
 - d) Community
 - e) Agricultural industry employers

Use transparency T-2 to show how SOE can "bridge the gap" between school and work

SUMMARY OF CONTENT

TEACHING TECHNIQUES

3. Student interest in the following areas can be measured with an appropriate interest inventory (suggest either "Applied Biological and Agribusiness Interest Inventory" or "Vocational Agriculture Student Interest Survey"):
 - a) Animal Science
 - b) Plants
 - c) Mechanization
 - d) Business
4. People have different interests and different competencies.
5. Various agriculture occupations require people with different interests and competencies.
6. The interests of students can be used as a basis for gaining additional agricultural experience.

Administer an interest inventory (involve guidance counselor).

Use transparency T-3 to emphasize that students can build upon their interests in agriculture through SOE programs and become successful in an agricultural career area.

PROBLEM OR LESSON: What are the opportunities for SOE programs?

1. There are two major types of SOE programs:
 - a) Ownership
 - b) Placement
2. Ownership SOE programs may emphasize:
 - a) Production, or
 - b) Agribusiness
3. Ownership SOE programs may be conducted using facilities at:
 - a) Home
 - b) School, or
 - c) Other location

SUMMARY OF CONTENT

TEACHING TECHNIQUES

- | | |
|---|---|
| <p>4. Placement SOE programs may be conducted:</p> <ul style="list-style-type: none"> a) At an agribusiness b) On a farm or ranch c) At a school facility, or d) At other community locations | |
| <p>5. SOE makes vocational agriculture a community based program, using available resources to provide education in real occupational (work) settings.</p> | <p>Use transparency T-5 to review the types of SOE and emphasis and locations of each type.</p> |

PROBLEM OR LESSON: Who should assist with my SOE program?

- | | |
|---|--|
| <p>1. SOE programs provide a way for vocational agriculture students to learn under the supervision of adults involved in agriculture.</p> | <p>Using transparency T-1, review the concept of "learning by doing" under the supervision of one who knows.</p> |
| <p>2. Adults expected to help in conducting and supervising SOE programs should be involved in the planning steps.</p> | |
| <p>3. Assistance commonly provided by parents and/or employees in planning and conducting SOE programs include:</p> <ul style="list-style-type: none"> a) Providing equipment b) Locating a place c) Learning skills d) Marketing products e) Determining interest f) Producing products g) Providing encouragement h) Financing i) Selecting animals j) Selecting crops k) Expanding SOE programs | <p>Use transparency T-6 to conclude that "helping hands" are available for students in planning and conducting their SOE programs.</p> |
| <p>4. Assistance commonly provided by teachers are:</p> <ul style="list-style-type: none"> a) Keeping records b) Providing encouragement c) Summarizing records d) Learning skills e) Setting education goals f) Interpreting SOE records g) Determining interest h) Evaluating SOE programs i) Determining production cost j) Setting goals for SOE | |

SUMMARY OF CONTENT

TEACHING TECHNIQUES

5. Some types of assistance and supervision may be provided from more than one course.
-

PROBLEM OR LESSON: How is SOE related to classroom-laboratory instruction and the FFA?

1. A high school vocational agriculture program includes three components:
 - a) Classroom-laboratory instruction- provides general instruction
 - b) FFA- provides for group and individual learning activities and award programs
 - c) SOE- provides for individualized learning in specialized agricultural areas and allows for indepth competency development.

2. The three components are so closely interwoven and interlocked that it is difficult to separate them.

Use transparency T-4 to show the relationship among the components. Each component provides learning activities that complements the other two components.

REVIEW AND APPLICATION

1. Use the film, "Bridging the Gap."

EVALUATION

SAMPLE LESSON PLAN

ENTERPRISE: Supervised Occupational Experience

UNIT: Starting an Ownership SOE Program

SITUATION:

STUDENT OBJECTIVES: Upon completion of the instruction in this problem area, students will be able to:

1. Identify agricultural competencies to develop through ownership SOE.
2. Set goals for their ownership SOE programs.
3. Plan an ownership SOE program.
4. Start an ownership SOE program.
5. Explain why ownership SOE program records are important.
6. Keep basic ownership SOE program records.

TEACHING AIDS:

1. Record books for students
2. Transparencies T-7, T-8, T9- and T-10
3. Practice record book problems.

INTEREST APPROACH:

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: What tasks do people in the community perform in agricultural occupations?

1. Opportunities exist for ownership enterprises in each of the following occupational areas:
 - a) Farming and Ranching (Agricultural Production)
 - b) Sales and Service (Agricultural Supplies and Services)
 - c) Agricultural Mechanics
 - d) Horticulture
 - e) Agricultural Processing
 - f) Forestry
 - g) Natural Resources
 - h) Professional Careers
2. Success in all these areas depends on how well a person can perform required tasks.
3. People in different types of businesses must be able to perform different tasks to be successful in their work.
4. Some occupations require some of the same competencies to be successful.

SUMMARY OF CONTENT

TEACHING TECHNIQUES

5. Competencies and experiences of people make them unique.
-

PROBLEM OR LESSON: How are goals set for an ownership SOE program?

1. SOE program goals:
 - a) Identified starting place for SOE program.
 - b) Define desired outcomes
 - c) Provide motivation
 - d) Measure progress
 - e) Serves as a base for detail planning
2. Goals can be established in terms of:
 - a) Scope
 1. number (or pounds) of animals
 2. bushels (or acres) of crops
 3. number of plants
 4. efficiency factors
 5. hours of work
 - b) Involvement
 1. Tasks to be performed
 2. Competencies to be developed
 - c) Awards
 1. FFA Degrees
 2. FFA Proficiency awards
 3. Plant or animal commodity group
 4. Job promotion
 5. Profits or wages
 - d) Self-employment in an occupation
3. Long-range SOE program goals:
 - a) Provide a road map for experience
 - b) Identify ways to expand
 - c) Provide direction for new experiences
 - d) Identify assistance needed
 - e) Illustrate how to grow into an occupation
 - f) Serve as measures of success
4. Goals are the objectives students hope to accomplish in their SOE program; show where they are going. (Experience plans, described later, show how students expect to get there.)

Conclude (using Transparency T-7) that goals provide direction for new learning experiences and that completion of carefully planned SOE programs increase students opportunities to enter an agricultural occupation

SUMMARY OF CONTENTTEACHING TECHNIQUES

PROBLEM OR LESSON: How are ownership SOE programs started?

1. Ownership SOE is an important part of the vocational agriculture program and requires careful planning just as class instruction and FFA must be carefully planned.
2. Ownership SOE programs are planned for individuals, whereas most class and FFA activities are planned for groups of students.
3. Decisions involved in planning SOE programs may include:
 - a) Site of SOE program
 - b) Enterprise and experiences included
 - c) People involved
 - d) Labor contributions
 - e) Materials or services contributions
 - f) Financial arrangements
 - g) Time table for enterprises
 - h) Planning and evaluating procedures
 - i) Records to be maintained
 - j) Supervision of experience
4. Decisions related to an ownership SOE program should be:
 - a) Recorded in the record book agreement
 - b) Agreed upon and signed by parties involved

Use transparency T-8 to emphasize that ownership SOE program involves decision making.

PROBLEM OR LESSON: How is an ownership SOE program planned?

1. Detailed SOE plans are commonly called "training plans." They show how goals will be reached.
2. Experience plans include a detailed listing of tasks to be done or competencies to be developed through an SOE program. They are blueprints for building an SOE program.
3. Adults involved in providing assistance and supervision should be included in planning the SOE.
4. The experience plan should include:
 - a) Major occupational areas within the enterprise or experience selected
 - b) Tasks or competencies to be developed within each occupational area

SUMMARY OF CONTENTTEACHING TECHNIQUE

- c) Sequence or timing of tasks or competencies based on:
 - 1. Enterprise cycle
 - 2. Season of the year
 - 3. Personal competence or experience
 - 4. Availability of assistance and supervision
- 5. Students will need separate experience plans for each ownership enterprise included in the SOE program.
- 6. Development of the experience plan serves as a:
 - a) Preview or orientation to the occupational area
 - b) Plan of action
 - c) Tool for evaluating progress in implementing and conducting the SOE program
- 7. Task and competencies listed on student's experience plans suggest needs for individual and group class-lab instruction. Some of these early instructional needs may be:
 - a) Budgeting
 - b) Financing
 - c) Keeping records
 - d) Selecting animals
 - e) Selecting vegetable crops

PROBLEM OR LESSON: Why are ownership SOE records important?

- 1. The ability to keep complete and accurate records is an important life-time skill, especially for planning and managing enterprises.
- 2. SOE records provide the information needed to plan the following year's program.
 - a) SOE programs should grow. Very often students will wish to expand their programs through loans from a financial agency. Without complete and accurate records, such loans will probably not be available, no records - no credit.
 - b) Records will help make decisions about which enterprises are making money, which management practices should be changed and which enterprises should be continued, expanded, etc.

SUMMARY OF CONTENT

TEACHING TECHNIQUES

3. The record books are the basis for degree advancement and for several FFA awards.
 - a) The application forms require the information involving income, expense, hours of labor and much more in order to qualify.
 - b) Record books which are not kept up-to-date rarely will enable a student to meet minimum qualifications.

Conclude by using transparency T-9 to emphasize that records are important in earning FFA awards and degrees and in management of enterprises.

PROBLEM OR LESSON: How are ownership SOE program records started?

1. Determine your beginning inventory.
2. Understand the principles basic to record keeping.
 - a) Identify the purpose of various record book pages.
 - b) Explain that records should be recorded with a pencil

Introduce the principles of basic record keeping gradually (use transparency T-10). Use scheduled class time to cover such things as:

PROBLEM OR LESSON: How can SOE program records be maintained and used?

1. Use the Kansas recording system.
2. Set aside specific class time to make entries in record book.
3. Check records regularly
4. Summarize at end of year.
5. Calculate efficiency factors.

The first several months allow a set amount of class time to be used in short segments to assist and provide encouragement.

SUMMARY OF CONTENT

TEACHING TECHNIQUES

6. Complete FFA degree and award applications.
7. Reference in vocational agriculture classes.
8. Evidence for management decisions.

REVIEW AND APPLICATION**EVALUATION**

SAMPLE LESSON PLAN

ENTERPRISE: Supervised Occupational Experience Programs

UNIT: Starting an SOE Placement Program

SITUATION:

STUDENT OBJECTIVES: Upon completion of the instruction in this problem area, students will be able to:

1. Describe the characteristics of a good placement program.
2. Plan a placement SOE program.
3. Identify an appropriate placement station.
4. Make a job interview.
5. Explain how to be a productive and successful employee.
6. Explain special concerns with cooperative placement.

TEACHING AIDS:

INTEREST APPROACH:

SUMMARY OF CONTENT	TEACHING TECHNIQUES
PROBLEM OR LESSON: What are the characteristics of a good placement program? 1. Relates to agricultural career objectives. 2. Provides satisfaction from job. 3. Develops needed job skills. 4. Develops needed human relations skills. 5. Helps set new career and education goals. 6. Provides experience in keeping records.	Use transparency T-11 to discuss the characteristics of effective placement program.

PROBLEM OR LESSON: How is an SOE placement program planned?

1. Placement is more than just a job.
2. Placement is to help develop the skills needed to enter an agricultural career.

SUMMARY OF CONTENT

TEACHING TECHNIQUES

3. The first step is to state a fairly specific agricultural career goal.

Examples: Greenhouse operator, ranch foreman, farm supplies store manager, farmer, farm machinery dealer, wild-life management, forestry technician and grain handler.

4. Training stations, the location where students are placed, are selected on the basis of their potential in developing the skills needed for success in achieving a career goal. The teacher usually makes the initial contact and surveys the possibilities with a training station.

Examples include:

- a) Agricultural Production
 - 1. Farm or ranch
 - 2. Christmas tree farm
 - 3. Fish farming
 - 4. Bee keeping
- b) Agricultural Supplies & Service
 - 1. Farm store
 - 2. Crop spraying
 - 3. Lumber yard
 - 4. Hardware store
- c) Agricultural Mechanics
 - 1. Farm implement shop
 - 2. Farm building construction
 - 3. Welding shop
 - 4. Electricians helper
- d) Horticulture
 - 1. Landscaping
 - 2. Florist business
 - 3. Nursery
- e) Agricultural Processing
 - 1. Meat cutter
 - 2. Milk plant
 - 3. Feed mill
- f) Agricultural Resources
 - 1. Fish hatchery
 - 2. Irrigation aide
 - 3. Conservation camp
 - 4. Park service

SUMMARY OF CONTENT

TEACHING TECHNIQUES

- g) Forestry
 - 1. Lumber yard
 - 2. Forestry aide
 - 3. Fire warden
 - h) Other
 - 1. Veterinary aide
 - 2. Agricultural reporter assistant
 - 3. Small animal clinic
 - 5. Beginning workers start with entry level jobs. Very little skill may be required. Workers who learn and assume responsibility move into higher level jobs.
 - 6. Gaining SOE placement involves:
 - a) Finding a satisfactory training station.
 - b) Working out details of hours to be worked.
 - c) Arranging transportation to training station.
 - d) Obtaining appropriate record books and learning how to use them.
-

PROBLEM OR LESSON: How is a job interview made?

- 1. Interviews are very important in gaining a job. It is important to "sell" yourself as well as learn about the prospective employer and job. Use transparency T-12 to review tips on making a job interview.
 - 2. Before the interview, learn as much as you can about the employer. This makes you appear interested in the job and helps you ask the right questions.
 - 3. Tips on making a job interview:
 - a) Be on time
 - b) Dress and groom appropriately
 - c) Listen carefully
 - d) Have eye contact
 - e) Be enthusiastic, yet realistic
 - f) Be honest
 - g) Speak correctly
 - h) Positive attitude
 - i) Ask questions about the company
 - j) Answer questions specifically and completely
 - k) End interview on time
 - l) Firm handshake
-

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: What is required to be a successful productive employee?

1. Employers are looking for workers who can be productive and help make them a profit.

Use transparency T-13 in discussing tips on being successful.

PROBLEM OR LESSON: What special consideration is needed with cooperative placement?

1. Cooperative placement is a type of SOE that has requirements which are more rigid including:
 - a) Released time from school
 - b) Advanced standing in school
 - c) Much structure, such as number of hours to be worked and relationship to classes in which enrolled
2. Regulations peculiar to cooperative placement must be met.

REVIEW AND APPLICATION

EVALUATION

SAMPLE LESSON PLAN

ENTERPRISE: Supervised Occupational Experience Program

UNIT: Analyzing an SOE Program

SITUATION:

STUDENT OBJECTIVES: Upon completion of this unit, students will have learned to:

1. Analyze livestock enterprises.
2. Analyze crop enterprises.
3. Analyze placement programs.
4. Develop financial statements.
5. Interpret and use financial statements.
6. Evaluate and replan SOE programs based on enterprise analysis and financial statements.

TEACHING AIDS:

INTEREST APPROACH:

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: How can I analyze my livestock enterprises?

- | | |
|--|---|
| <p>1. The primary purpose for keeping records is to improve the farm business. In order to completely analyze the records, individual enterprise records will need to be kept.</p> | <p>Use transparency T-14 to explain why livestock records are kept.</p> |
| <p>2. The records that will be needed include a complete allocation of all receipts and expenses related to each enterprise.</p> | <p>Use transparency T-15 to introduce and explain efficiency factors.</p> |
| <p>3. What type of receipts can I have with a livestock enterprise?</p> <ol style="list-style-type: none"> a) Sale of animals for breeding or slaughter. b) Products used in the home. c) Services such as breeding service. d) Inventories- an increase in the number and/or value of hogs on hand at the end of the year will increase the "profit" for the year. Whereas a decrease will lower the "profit" figure. | |

4. What type of expenses will I encounter with a livestock enterprise?
 - a) Feed
 - b) Health
 - c) Supplies and equipment
 - d) Machinery- if the same piece of equipment is used for more than one enterprise, divide according to enterprise use. This percentage can be an estimate of the percentage amount used or on the relative scope of each enterprise.
 - e) Allocate all "overhead" or "fixed" costs.
 - f) Inventories - a decrease in the number and /or value of hogs on hand at the end of the year will decrease the "profit" figure just like any other normal expense.
 - g) Purchase cost of animals to be fed for slaughter.
5. How do I determine the "profit" of each enterprise?
 - a) Determine total receipts.
 1. Determine the increase or decrease value in ending inventories that relate to the enterprise being analyzed.
 2. If ending inventories are greater than beginning inventories, add the difference to total expenses.
 - b) Determine total expenses
 1. If ending inventories are less than beginning inventories, add the difference to total expenses.
 - c) Subtract total expenses from total receipts to get "profit".
6. How do I determine the value of "capital" invested in each enterprise?
 - a) Add the appropriate inventory values of all items associated with each enterprise.
 - b) Capital must earn a return before anything is left over for labor and management.
 - c) To calculate a charge for capital, multiply the average capital used by a reasonable percentage rate.
7. How do I determine the return to "labor" invested with each enterprise?
 - a) To calculate the return to labor, subtract the charge for capital from the profits calculated.

SUMMARY OF CONTENT

TEACHING TECHNIQUES

- b) To determine the return/hour, divide the return to labor by the number of hours consumed by the enterprise.
- 8. How do I determine the financial "return per unit of input" of each enterprise?
- 9. How do I determine which enterprise to expand, which to reduce and/or eliminate?
 - a) Consider expanding those enterprises that are financially profitable and will continue to be so without large increases in capital outlay or labor available.
 - b) Consider expanding those enterprises where efficiency and profitability can be increased with improved production practices and/or available capital.
 - c) Eliminate those enterprises that are unprofitable and/or inefficient due to lack of facilities, size of enterprise or other factors out of your control.

PROBLEM OR LESSON: How can I analyze my crop enterprises?

- 1. The actual costs for producing crops is difficult if not impossible to determine. Some of the costs are indirect and some are shared by several enterprises.

Use transparency T-16 in discussing why crop records are kept.
- 2. Land is one of the costs that is difficult to be specific about.
 - a) If land is cash rented, it would be that figure.
 - b) If land is owned, the land charge should probably be 4 to 8% of the value of the land (Figures from National FFA).
 - c) If the land is rented on a crop-share basis, the rent would be the "profit" in the landlord's share of the crop.
- 3. Some costs, such as lime, need to be porated over several years since the effect lasts several years.
- 4. Crop enterprise records are kept in order to determine:
 - a) Yield per acre
 - b) Enterprise profit
 - c) Cost per unit of production
 - d) Income per acre

SUMMARY OF CONTENT

TEACHING TECHNIQUES

- e) Return per unit of input
 - f) Which enterprise to expand, reduce or eliminate
5. As with livestock records, complete allocation of all receipts and expenses related to each enterprise will be needed.
6. What type of receipts can I have with a crop enterprise?
- a) Sale of crop and crop by-products.
 - b) Crop or crop by-products fed to livestock or used in the home.
 - c) Inventories - as with livestock an increase in the quantity and/or value of crops on-hand at the end of the year will increase the "profit" for the year. Whereas, a decrease will lower the "profit" figure.
7. What type of expenses will I encounter with a crop enterprise?
- a) Seed
 - b) Fertilizer and lime
 - c) Chemicals
 - d) Custom hire
 - e) Machinery- if the same piece of equipment is used for more than one enterprise, divide according to enterprise use. This percentage can be an estimate of percentage amount used or the relative scope of each enterprise.
 - f) Drying
 - g) Storage
 - h) Miscellaneous
 - i) Interest
 - j) Land (interest on investment plus taxes and maintenance or rent)
 - k) Depreciation
8. How do I determine the "yield" per acre of each enterprise?
- a) Determine total yield in bushels, pounds and/or numbers of plants or pots and divide by acres and/or square feet, etc.
9. How do I determine the relative "profit" of each enterprise?
- a) Determine total receipts
 - 1. Determine the increase or decrease value in ending inventories pages that relate to the enterprise being analyzed.

SUMMARY OF CONTENTTEACHING TECHNIQUES

2. If total ending inventories are greater than beginning inventories, add the increase to total receipts.
- b) Determine total expenses.
 1. If the ending inventories are less than beginning inventories, add the difference to the total expenses.
- c) Subtract total expenses from total receipts to get "profit".
10. How do I determine the "cost" per unit of production?
 - a) Divide the total cost of production figure obtained by the total units of production obtained in each enterprise.
11. How do I determine the "Net Income" per acre, square feet, etc?
 - a) Divide the relative "profit" determined in Section I above by the number of acres, square feet, etc. used by the enterprise.
12. How do I determine which enterprise to expand, which to reduce and/or eliminate?
 - a) Consider expanding those enterprises that are the most profitable and which can be expanded without large increases in additional labor or capital expenditures.
 - b) Consider expanding those enterprises where efficiency and profitability can be increased with improved production practices and/or available capital.
 - c) Eliminate those enterprises that are less profitable and/or efficient due to lack of adequate equipment, size of enterprise and/or other factors out of your control.

PROBLEM OR LESSON: How may I analyze my placement program?

1. Why do we keep records of a placement program?
 - a) We keep records to measure our progress toward our financial and occupational goals.
 - b) Records are needed in order to file our income tax and for the establishment of a credit rating.

SUMMARY OF CONTENTTEACHING TECHNIQUES

2. How may I complete the records of income and expense?
 - a) Determine the gross income.
 - b) Determine the job-related expenses which might include:
 1. Travel to work
 2. Tools and equipment
 3. Special clothing
 4. Other
3. How may I complete my inventory of receivables and payables?
 - a) Cash receivables are taken from actual cash-on-hand plus checking account balance less outstanding checks.
 - b) Accounts receivables include all types of savings plus all monies owed to you.
 - c) Accounts payable include all monies owed by you.
4. How may I complete my opening and closing inventories of personal assets?
 - a) Personal assets include all items of value which you own. Base the evaluations on what might be reasonable to expect if the items were sold.
5. How may I complete my financial net worth statement?
 - a) The key to this portion of the analysis is the annual change in net worth. Is your placement program giving you a financial foundation?
6. How may I analyze my placement program in terms of non-financial criteria?
 - a) Job satisfaction
 1. Were the daily placement activities providing a variety of experiences?
 2. Do you feel that the job has lived up to your expectations?
 3. Would you recommend a similar placement program for other students?

PROBLEM OR LESSON: How do I develop a financial statement?

1. A financial statement gives a picture of the "financial health" of a business at a certain time, usually January 1 of each year using the same figures used in the inventories and the depreciation schedules.

SUMMARY OF CONTENTTEACHING TECHNIQUES

2. The financial statement measures yearly and comparative financial growth.
3. The financial statement shows where the operator and his/her business really stands.
4. Terms commonly used in record books and their meaning follows:
 - a) Asset/Receivables - an item of monetary value owned by the operator or business.
 - b) Liability/Payables - a monetary claim against the operator or business (all unpaid bills, mortgages, etc.)
 - c) Current Market Value - the actual monetary value of an asset, if it were sold immediately.
 - d) Book Value - the depreciated value of an asset or actual cash cost, if it is a non-depreciable asset.
 - e) Capital - the accumulation of money, inventory, or credit that can be utilized to purchase additional goods or inventory.
 - f) Capital Expenditures - items such as land, buildings, machinery and equipment that have a useful life of more than one year.
 - g) Net Worth - assets minus liabilities
5. Completing the financial statement:
 - a) Prior to making entries on the financial net worth statement, be sure all depreciation schedules, and non-depreciation inventories, and inventories of personal assets, are completed for the year.
 - b) With the required forms completed, it is a simple matter to summarize total figures and make the appropriate entries on the financial net worth statement page.

PROBLEM OR LESSON: How can I use my financial statement?

1. When applying for a loan, the lender will need the information found on the Financial Net Worth Statement to help protect the people seeking credit from overextending themselves.

2. The following are some things that can be obtained by analyzing a business when we look at a financial statement.
 - a) Net Capital Ratio - total assets, divided by total liabilities, is a measure of solvency.
 1. As a general rule, most lenders prefer this ratio to be 2 to 1, or better. It means that the business has two dollars of money invested for each dollar the lender has loaned to the business. Younger people can stand narrower ratios. People with regular outside incomes can also stand narrower ratios.
 - b) Gross Cash Income - this is the difference between cash receipts and cash expenses. Since this includes sales and purchases of capital items and doesn't reflect any change in inventory, its use in analysis is limited. It does show the amount of cash available for family living, retirement of debts and additional investments.
 - c) Net Cash Operating Income - is the "Gross Cash Income" with adjustments for inventory change and a value for home used produce. This is the "profit" the farm business earned. It represents a return to all of the resources used in the business.
 - d) Return to Farm Capital and Family Labor - is "Net Income" plus interest paid. Interest paid is added back in to get the total return to capital and labor.
 - e) Return to Total Farm Capital - is the amount remaining after a charge is made for all labor associated with the enterprises being analyzed. If a realistic charge has been made for labor, this will give a comparison point for alternative uses of capital.
 - f) Percent Return on Total Farm Capital - is "Return to Total Farm Capital" divided by "Total Farm Capital." One important comparison should be made:
 1. Is it higher than the current rate of interest? If not, problems will develop for business in relation to assets (high leverage).
 - g) Percent Return on Farm Net Worth - it is "Return to Total Farm Capital" minus interest paid divided by "Farm Net Worth".
 1. This may help answer the question "Would it be more profitable to have funds invested in non-farm activities such as bonds?"

SUMMARY OF CONTENT

TEACHING TECHNIQUES

3. The comparing of the combined income, expense and inventory changes for several years provides a valuable tool to improve the profitability of the business.
4. How do I determine the "Gross Cash Income?"
 - a) Combine all cash receipts for each individual enterprise.
 - b) Subtract total cash expenses for each individual enterprise.
5. How do I determine "Net Farm Income?"
 - a) First, determine whether the total ending inventories for all enterprises represents an increase or a decrease over the beginning inventories for all enterprises on the same page.
 - b) If there has been an increase in ending inventories over the beginning inventories, add the increase to the "Gross Cash Income" figure.
 - c) If there has been a decrease in ending inventories over the beginning inventories, subtract the decrease from the "Gross Cash Income" figure.
 - d) To either item 2 or 3 above, add the dollar value of all produce used in the home.
 - e) The larger the business, the larger the gross income should be because more resources were used.
6. How do I determine "Return to Farm Capital and Family Labor?"
 - a) To "Net Farm Income" determined above, add the interest paid.
7. How do I determine "Return to Total Farm Capital?"
 - a) To "Return to Farm Capital and Family Labor" determined above, subtract a fair exchange for all unpaid labor.
8. How do I determine "Percent Return on Total Farm Capital?"
 - a) Divide "Return to Total Farm Capital" determined above, by "Total Farm Assets."
9. How do I determine "Percent Return on Farm Net Worth?"
 - a) From "Return to Total Farm Capital" subtract "Interest Paid" and divide this total by "Net Worth."

REVIEW AND APPLICATION

EVALUATION

SAMPLE LESSON PLAN

ENTERPRISE: Supervised Occupational Experience Program

UNIT: Expanding SOE Programs

SITUATION:

STUDENT OBJECTIVES: Upon completion of the instruction in this problem area, students will be able to:

1. Describe how to assess the success of SOE programs.
2. Summarize SOE records.
3. Develop plans for expanding SOE programs.

TEACHING AIDS:

INTEREST APPROACH:

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: How is the success of SOE programs determined?

1. A well thought out, long range SOE plan that shows growth in the development of needed occupational competencies is essential.
2. Success involves progress toward achieving occupational goals.
3. Indicators of successful ownership SOE programs may include: (See transparency T-17).
4. Indicators of successful placement SOE programs may include: (See transparency T-18).

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: How is a summary of records used in expanding SOE:

1. Financial records for ownership programs should include the total operation as well as a breakdown by enterprise.
2. Financial records for placement programs should include labor income and expense.
3. Records should include a list of competencies the students have developed.
4. With ownership programs, a summary of records might include:
 - a) For each enterprise: scope, gross returns, net returns, investment in facilities and equipment.
 - b) A list of improvement projects which have been completed.
 - c) A list of supplementary agricultural skills which have been developed.
5. With placement programs, a summary of records might include:
 - a) Income, expenditures and hours worked.
 - b) A list of activities performed/competencies developed.
 - c) A list of improvement projects which have been completed.
 - d) A list of supplementary agricultural skills which have been developed.

PROBLEM OR LESSON: How can SOE programs be expanded?

1. Once records of ownership programs have been summarized, individuals must use personal judgement in planning for expansion. Questions to consider include:
 - a) Which enterprises are most profitable and have the most potential for profit?
 - b) Which enterprises are contributing toward the development of competencies to achieve my occupational goal?
 - c) Are SOE activities leading toward achievement of an FFA Proficiency Award?

Use transparency T-19 in discussing ways to expand placement SOE programs.

Use transparency T-20 in discussing ways to expand ownership SOE programs.

SUMMARY OF CONTENTTEACHING TECHNIQUES

2. Once records of placement programs have been summarized, individuals must use personal judgement in planning expansion. Questions to consider include:
- a) Is the SOE program contributing to the development of competencies needed for the occupational goal?
 - b) Is the SOE program leading toward the achievement of an FFA Proficiency Award?
 - c) How are plans developed to expand SOE programs?
 - 1. Procedures vary with ownership and placement programs.
 - 2. With ownership programs, goals need to be established for the enterprises involved, including improvement projects and supplementary agricultural skills.
 - 3. With placement programs, goals need to consider the sequence and nature of the competencies being developed. Improvement projects and supplementary agricultural skills should be included.

REVIEW AND APPLICATION

EVALUATION

SAMPLE LESSON PLAN

ENTERPRISE: Supervised Occupational Experience Program

UNIT: Entering an Agricultural Occupation

SITUATION:

STUDENT OBJECTIVES: Upon completion of the instruction in this problem area, students will be able to:

1. Understand the extreme importance of making the right choice of a career.
2. Identify their own aptitudes, abilities and interests.
3. Identify what occupational opportunities are available to them.
4. Determine which of these occupational opportunities may require additional vocational education.
5. Learn how to prepare for a job interview and how to write a letter of application.
6. Recognize those attributes that are needed to become a valued employee or a successful entrepreneur.

TEACHING AIDS:

INTEREST APPROACH:

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: Why is the choice of a career so important?

1. From the time we begin our careers, as an employee or as a farmer/rancher or as an agribusiness owner or manager, our job will occupy most of our waking hours until retirement.
2. Job satisfaction requires the presence of all, or most, of these entities:
 - a) Adequate income
 - b) Pleasant working environment
 - c) Opportunity for advancement
 - d) Pride in accomplishment
 - e) Security
 - f) Enough leisure time for family togetherness
 - g) A variety of activities to prevent boredom

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: How may I accurately identify my own aptitudes, abilities and interests?

1. It is difficult for any one person to objectively assess their own personal characteristics.
 2. A variety of self-analysis instruments are available.
 3. It is extremely important that each individual equate their desires to their potential.
 4. The fact that farming or ranching opportunity exists does not automatically offer a solution. Your own self-analysis might indicate that this would not be a wise career choice.
 5. Students have more than 8,000 job titles where a knowledge of technical agriculture is needed to consider. Ask the students to identify job titles for the occupational areas listed on transparency T-21.
 6. Agriculturally-related careers may be classified in a number of categories: Use transparency T-22 to analyze and compare two jobs.
 - a) Farming/ranching
 - b) Agribusiness owner/manager
 - c) Agribusiness sales/service
 - d) Professional agriculturalists
 7. Young people going directly from high school into farming or ranching will need continuing education. Production agriculture is one of the most challenging and rapidly changing of all careers.
 8. There are a great many jobs where entry level skills developed in vocational agriculture classes, and through SOE programs will be adequate for entering the world of work.
 9. The more technical agriculturally-related jobs may demand one or two years of post-secondary agricultural instruction.
 10. Professional careers such as agricultural teacher, agronomist, plant pathologist, entomologist, veterinarian, bank farm director and many others require a four or five year degree program.
-

SUMMARY OF CONTENT

TEACHING TECHNIQUES

PROBLEM OR LESSON: Learn how to apply for a job?

1. Organize practice sessions to help students learn to prepare a good letter of application and prepare for a job interview.

PROBLEM OR LESSON: How may the student become a valued employee, a successful entrepreneur or a respected professional?

1. Getting started in a career is just that - a start.

a) An employee must:

1. Be able to work with others.
2. Be loyal to the firm or employer.
3. Exhibit good work habits.
4. Take pride in performance.
5. Work to improve skills.

Use transparency T-23 to present and discuss six signposts to success.

Use transparency T-24 in a discussion of ways and means to become successful employee or entrepreneur.

b) A farmer/rancher must:

1. Develop decision-making ability.
2. Keep abreast of changing agriculture.
3. Keep and analyze records.

c) An owner/operator of agribusiness must:

1. Develop good public relations.
2. Keep and analyze records.
3. Learn to anticipate demand.
4. Stand behind product or services.

d) Professional agriculturists must:

1. Develop professional ethics.
2. Take refresher courses.

REVIEW AND APPLICATION

EVALUATION

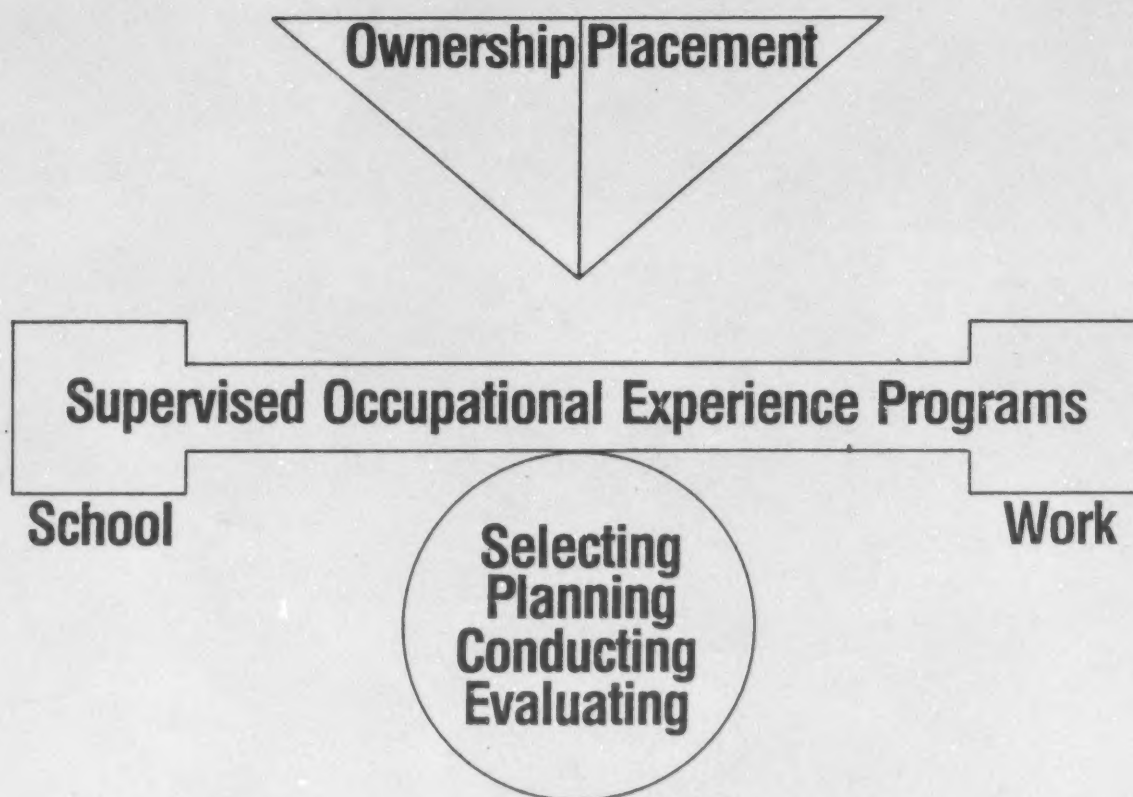
APPENDIX D
TRANSPARENCY MASTERS
FOR
USE IN TEACHING S.O.E.

HOW DO PEOPLE LEARN NEW SKILLS?

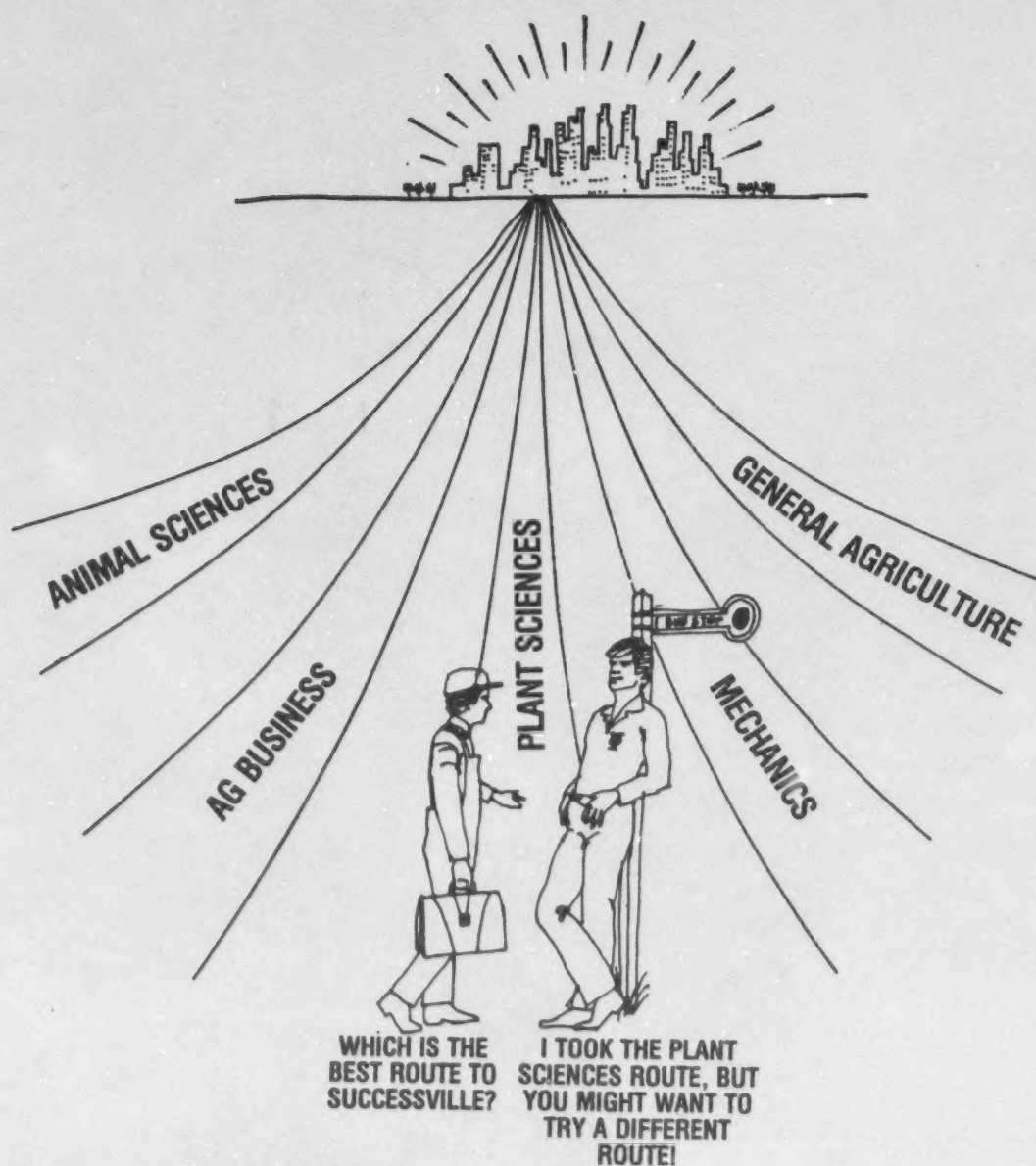


**BY DOING AND WORKING WITH
SOMEONE WHO KNOWS!**

BRIDGING THE GAP WITH SOE PROGRAMS

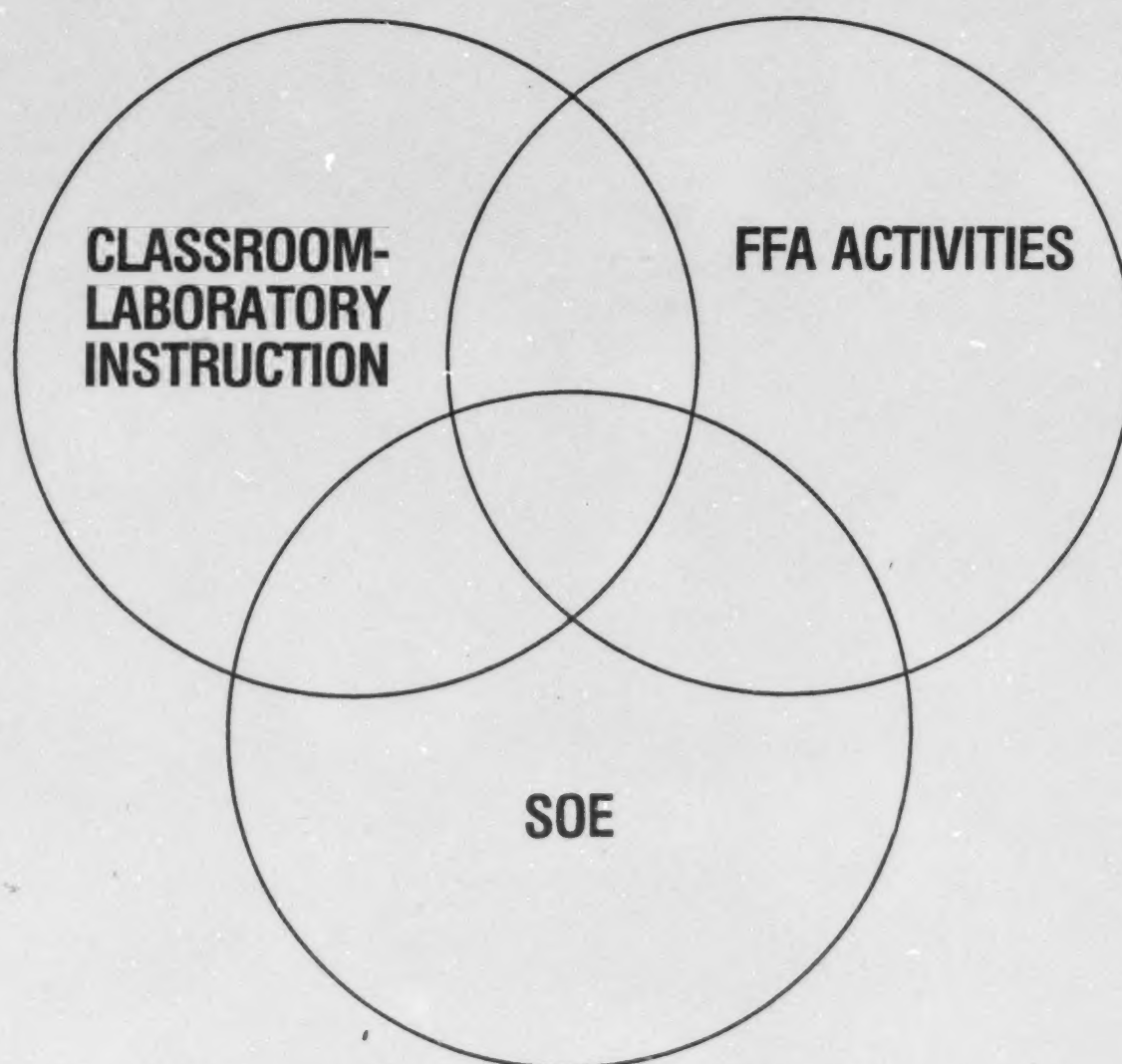


SUCCESSVILLE, U.S.A.

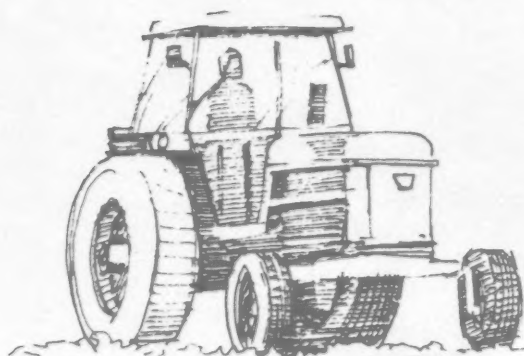


WHAT ARE YOUR AGRICULTURAL INTERESTS?

RELATIONSHIP BETWEEN CLASSROOM LABORATORY INSTRUCTION, SOE AND FFA



WHERE CAN I GET AGRICULTURAL EXPERIENCES?



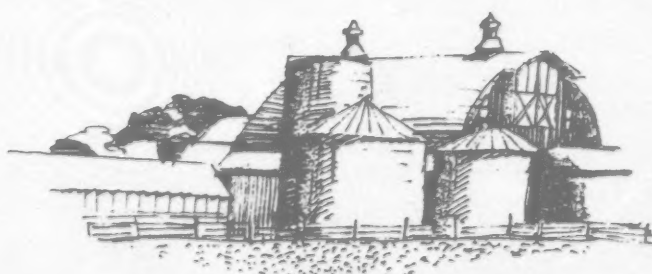
BUSINESS



HOME



COMMUNITY CENTER

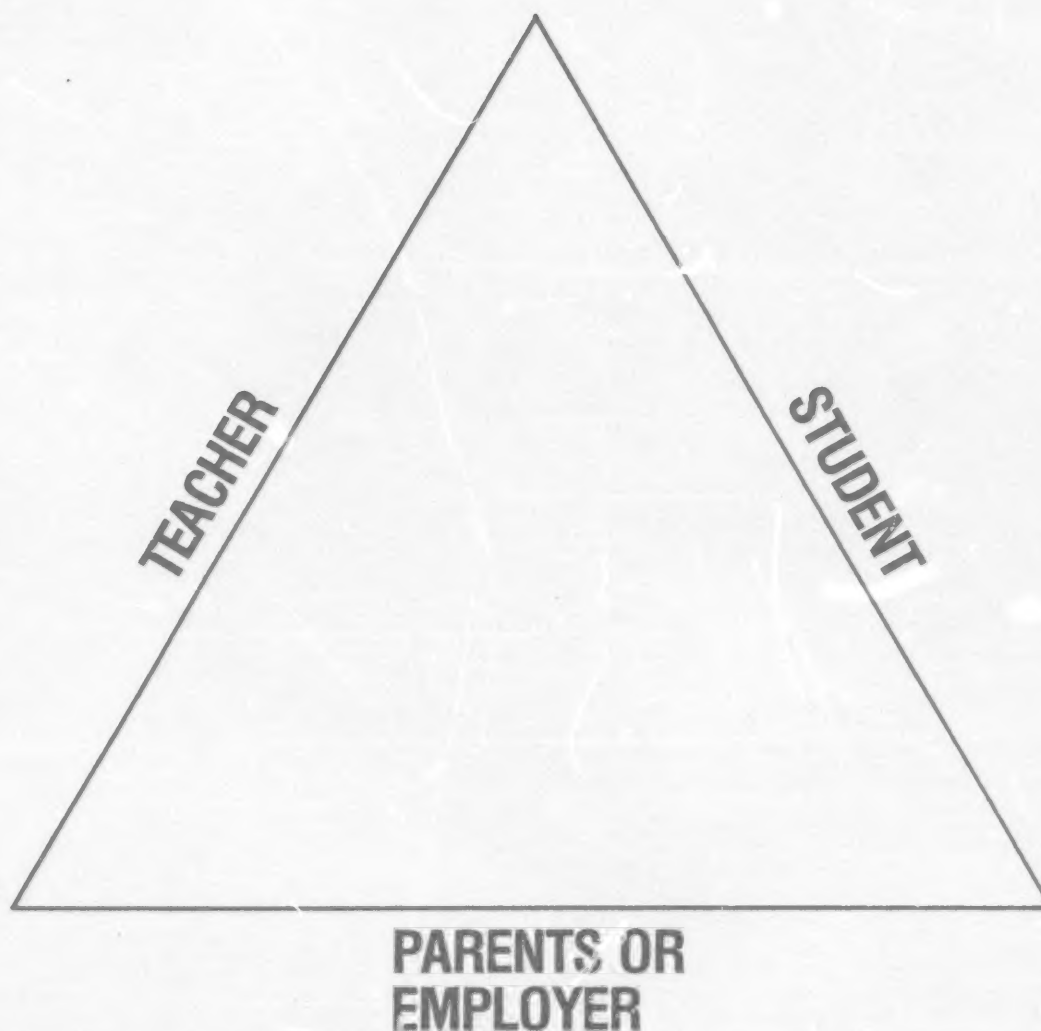


FARM

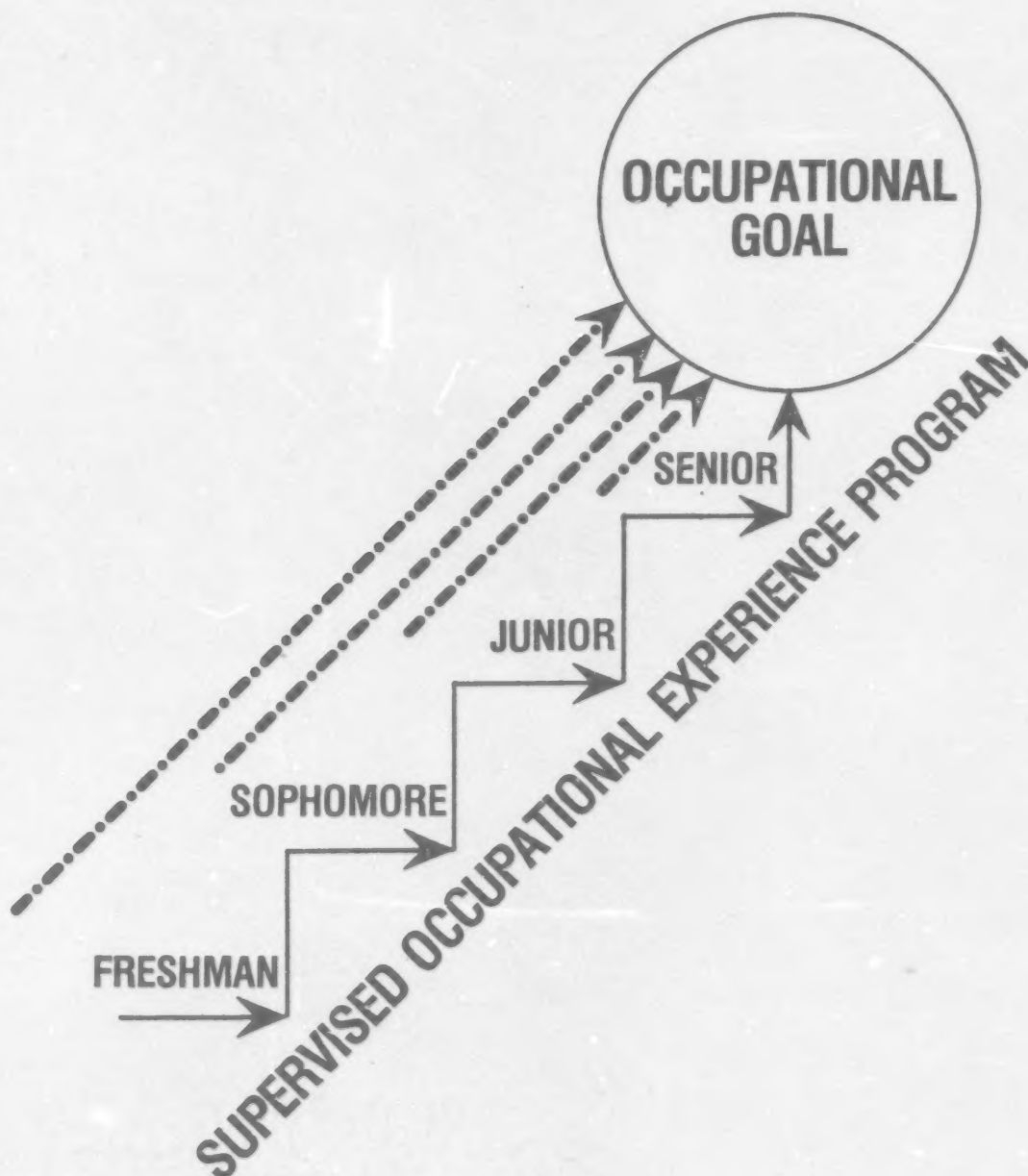


SCHOOL

STUDENT SOEP SUPPORT FROM DIFFERENT ANGLES



STEPS TO OCCUPATIONAL GOAL

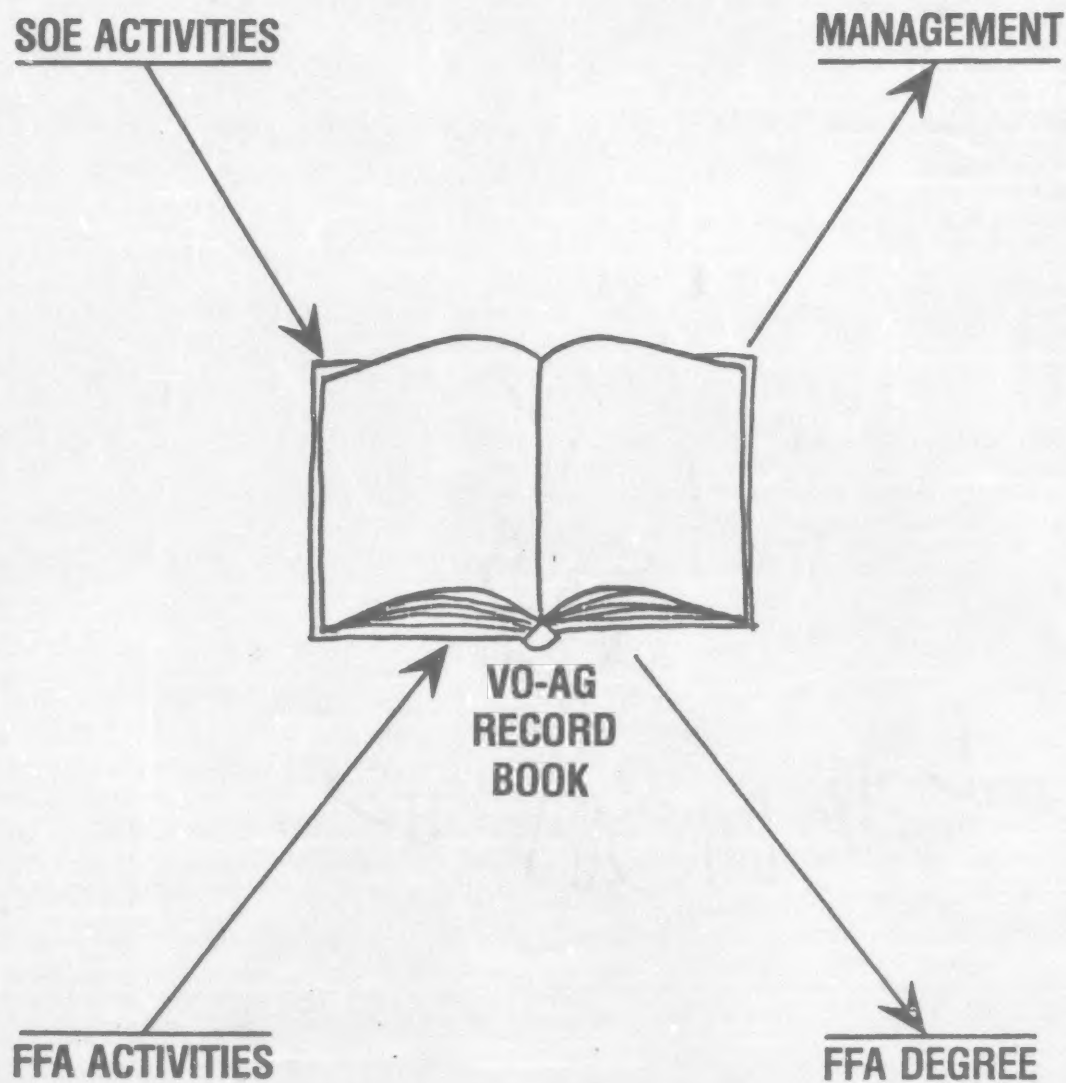


OWNERSHIP SOE PROGRAMS REQUIRES . . .

DECISIONS—DECISIONS—DECISIONS
PLANS—PLANS—PLANS



RECORDS ARE IMPORTANT



TYPES OF SOEP RECORDS

A. INVENTORIES

B. SKILLS AND EXPERIENCE RECORDS

- 1) SOEP AGREEMENT
- 2) PLACEMENT TRAINING AGREEMENT
- 3) TRAINING PLANS

B. FINANCIAL RECORDS

- 1) INCOME
- 2) EXPENSES
- 3) CASH FLOW BUDGET/SUMMARY
- 4) PROFIT-LOSS STATEMENT
- 5) SOEP SUMMARY

C. FFA LEADERSHIP AND PARTICIPATION RECORDS

CHARACTERISTICS OF AN EFFECTIVE PLACEMENT SOE PROGRAM

- 1. RELATES TO AGRICULTURAL CAREER OBJECTIVES**
- 2. PROVIDES JOB SATISFACTION**
- 3. DEVELOPS JOB SKILLS**
- 4. DEVELOPS HUMAN RELATIONS SKILLS**
- 5. HELPS SET EDUCATIONAL AND CAREER GOALS**
- 6. PROVIDES EXPERIENCE IN KEEPING RECORDS**
- 7. UTILIZES COOPERATIVE ARRANGEMENTS**
- 8. RELATES TO CLASSROOM-LABORATORY INSTRUCTION**
- 9. ENCOURAGES APPLICATION FOR FFA DEGREES AND
AWARDS**
- 10. LEADS TO A JOB AFTER GRADUATION**

TIPS ON MAKING A JOB INTERVIEW

ARRIVE ON TIME

DRESS AND GROOM APPROPRIATELY

LISTEN CAREFULLY

HAVE EYE CONTACT

BE ENTHUSIASTIC, YET REALISTIC

BE HONEST

SPEAK CORRECTLY AND POLITELY

HAVE POSITIVE ATTITUDE ABOUT WORK

ASK QUESTIONS ABOUT THE COMPANY

ANSWER QUESTIONS SPECIFICALLY AND COMPLETELY

END INTERVIEW ON TIME

TIPS FOR SUCCESSFUL EMPLOYMENT

ASSUME RESPONSIBILITY

LEARN ABOUT YOUR EMPLOYER

BE TACTFUL

BE COURTEOUS

BE DEPENDABLE

BE ENTHUSIASTIC

BE PRODUCTIVE

DRESS AND GROOM APPROPRIATELY

GET ALONG WITH CO-WORKERS AND SUPERVISORS

AVOID ANNOYING AND INAPPROPRIATE BEHAVIOR

KEEP HEALTHY

THINK AND ACT WITH A POSITIVE ATTITUDE

BE LOYAL TO EMPLOYER

DO YOUR BEST

LIVESTOCK RECORDS HELP DETERMINE:

- 1. ENTERPRISE PROFIT**
- 2. RETURN TO CAPITAL INVESTED**
- 3. RETURN TO LABOR**
- 4. RETURN PER UNIT OF INPUT**
- 5. WHICH ENTERPRISE TO EXPAND, REDUCE OR
ELIMINATE**



EFFICIENCY FACTORS

EFFICIENCY FACTORS

PIGS/LITTER

% DEATH LOSS

#FEED/#GAIN

AVERAGE MARKET WEIGHT

GOAL

_____ PIGS/LITTER

_____ %

_____ LBS.

_____ LBS.

CROP RECORDS HELP DETERMINE:

- 1. YIELD PER ACRE**
- 2. ENTERPRISE PROFIT**
- 3. COST PER UNIT OF PRODUCTION**
- 4. INCOME PER ACRE**
- 5. RETURN PER UNIT OF INPUT**
- 6. WHICH ENTERPRISE TO EXPAND, REDUCE OR ELIMINATE**

INDICATORS OF SUCCESSFUL OWNERSHIP SOE PROGRAMS

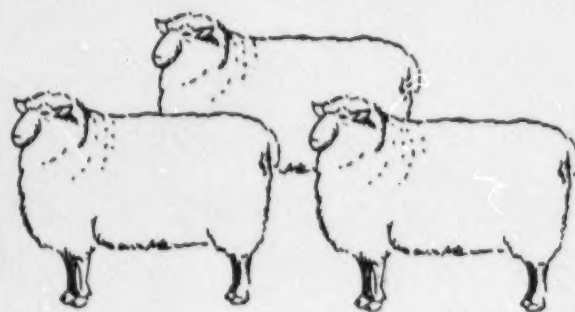
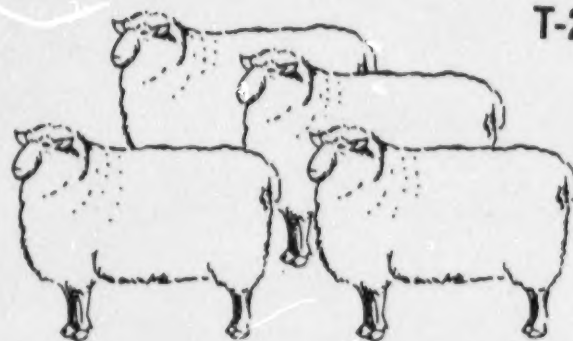
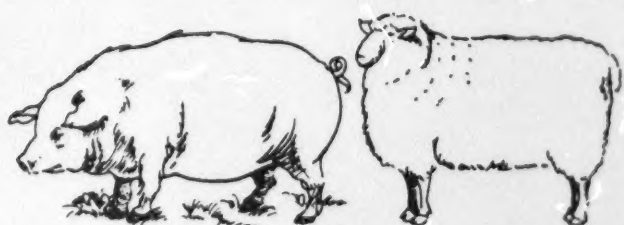
- 1. ADEQUATE SIZE**
- 2. ADEQUATE PROFIT**
- 3. ADAPTED TO HOME FARM OR OTHER SETTING**
- 4. NOT HARDSHIP ON FAMILY**
- 5. ENTERPRISES IMPORTANT IN COMMUNITY**
- 6. LEADS TO OCCUPATIONAL GOAL**
- 7. EXPANDS EACH YEAR**
- 8. INCLUDES APPROVED PRACTICES**
- 9. EFFICIENCY INCREASES EACH YEAR**
- 10. DEVELOPS KNOWLEDGE AND SKILLS IN
AGRICULTURE**
- 11. EARNING OF FFA DEGREES AND AWARDS**
- 12. COMPLETED RECORDS**

INDICATORS OF SUCCESSFUL PLACEMENT SOE PROGRAMS

- 1. HOURS OF EXPERIENCE**
- 2. VARIETY OF EXPERIENCES**
- 3. DOLLARS EARNED**
- 4. KNOWLEDGES AND SKILLS DEVELOPED**
- 5. DESIRABLE WORK HABITS**
- 6. COOPERATIVE ATTITUDE**
- 7. INCREASED RESPONSIBILITY**
- 8. INCREASED WAGES**
- 9. COMPLETED RECORDS**
- 10. EARNING OF FFA DEGREES AND AWARDS**
- 11. LEADS TO OCCUPATIONAL GOAL**

WAYS TO EXPAND A PLACEMENT PROGRAM

- 1) INCREASE IN RESPONSIBILITY OR DUTIES**
- 2) EARN MORE MONEY**
- 3) INCREASE SIZE OR SCOPE OF PRESENT PLACEMENT PROGRAM**
- 4) WORK MORE HOURS**
- 5) INCREASE IN EFFICIENCY OF WORK**
- 6) INCREASE DIFFICULTY OF SKILLS TO BE LEARNED**



TWO WAYS TO EXPAND OWNERSHIP SOE PROGRAMS

OCCUPATIONAL AREAS IN AGRICULTURE

- 1) AGRICULTURAL PRODUCTION**
- 2) AGRICULTURAL SUPPLIES AND SERVICES**
- 3) AGRICULTURAL MECHANICS**
- 4) AGRICULTURAL PRODUCTS**
- 5) HORTICULTURE**
- 6) FORESTRY**
- 7) RENEWABLE NATURAL RESOURCES**
- 8) OTHER (PROFESSIONAL)**

COMPARING TWO JOBS

JOB TITLE		
NATURE OF WORK		
EDUCATION REQUIRED		
NUMBER OF JOBS AVAILABLE EACH YEAR		
ADVANCEMENT OPPORTUNITIES		
WORKING CONDITIONS		
AVERAGE SALARY		
FRINGE BENEFITS		

SIX SIGNPOSTS TO SUCCESS

- 1. BE ALERT**
- 2. BE NATURAL**
- 3. BE EXPRESSIVE**
- 4. BE DISTINCT**
- 5. BE PLEASANT**
- 6. BE COURTEOUS**

FFA CREED-THIRD PARAGRAPH

“

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

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